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UNIVERSITY OF NORTH CAROLINA
EXTENSION BULLETIN

VOL. XXXV SEPTEMBER, 1955 NO. 1

AUDIO-VISUAL MATERIALS FOR SCHOOLS, COLLEGES, CHURCHES, AND ADULT STUDY GROUPS

ISSUED FOR

BUREAU OF AUDIO-VISUAL EDUCATION

1955-56

EDUCATIONAL FILMS

and

TAPE RECORDINGS

b

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Vol.	XXXV, No. 1	*Audio-Visual Materials for Schools, Colleges, Churches and Adult Study Groups.* Price $1.00.

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CHAPEL HILL, N. C.

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VOL. XXXV SEPTEMBER, 1955 NO. 1

AUDIO-VISUAL MATERIALS FOR SCHOOLS, COLLEGES, CHURCHES, AND ADULT STUDY GROUPS

BUREAU OF AUDIO-VISUAL EDUCATION

ABERNETHY HALL

TELEPHONE 8-493

CHAPEL HILL, N. C.

Announcements for 1955-56

Published four times a year, September, November, January, and March by the University of North Carolina Press. Entered as second class matter October 19, 1921, Chapel Hill, N. C.

INTRODUCTION

It is the purpose of the Bureau of Audio-Visual Education to place Audio-Visual Aids at the disposal of the schools and other educational and civic agencies on a cost basis. The receipts from rental charges will be used to operate the service and to add new films.

The audio-visual education services are designed primarily to supplement classroom instruction and to aid in general adult education. Consequently, aids that will fit into the pattern of the educational program of the state are selected and made available.

Foreword

The effectiveness of Audio-Visual Aids as important tools in instruction has been amply demonstrated not only in our schools but throughout business, industry and our military services as well.

The services of the Bureau of Visual Education of the Extension Division of the University of North Carolina in serving as a depository, in counseling on the use of audio-visual aids and in developing a magnetic tape service which will make available authentic programs in foreign languages, music, science, mathematics, literature and mental health can prove to be of inestimable value to the public schools of North Carolina.

Charles F. Carroll

State Superintendent of Public Instruction

791024

This catalog has been prepared in collaboration with the Audio-Visual Committee of the School of Education and the staff of the Bureau of Audio-Visual Education, Kenneth M. McIntyre, Head, Bureau of Audio-Visual Education.

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GENERAL INFORMATION

All motion pictures listed in this catalog and distributed by the Bureau are of the 16 mm. size. These films are on cellulose acetate or safety stock. This type of film is non-inflammable and no booth is required for its projection.

SOUND FILMS CANNOT BE USED ON MOST SILENT PROJECTORS. All silent films however, can be used on a sound projector. Each 400-foot reel of sound film requires about 11 minutes for projection. The same length of silent film requires about 15 minutes.

HOW TO ORDER FILMS

1. Films should be ordered as the titles appear in the catalog.
2. Orders may be sent in at any time. Alternate dates and titles are desirable, especially when the order is a "RUSH ORDER."
3. Many school people have found it advantageous to order a years' or a semester's list of films in advance. Remember that you are more likely to get the film desired on a certain date if you order early. The Bureau owns duplicate prints of a number of films but it is impossible to have sufficient copies of all films to accommodate all users at one time.
4. When several teachers in one school desire to order materials they should order in the name of just one person, preferably the Principal. Likewise, when several schools are operating under one board of education and the account is to be paid by one check, drawn by the Board, this fact should be noted on the order with full instructions as to the proper administrative office to be billed.
5. Club plans and truck delivery service offer a considerable savings to the school or school administrative unit. See page — for rental fees, Club Plans and Truck Delivery Service.
6. ADDRESS ALL ORDERS TO: BUREAU OF AUDIO-VISUAL EDUCATION
   ABERNETHY HALL
   BOX 1050
   CHAPEL HILL, N. C.

REGULATIONS COVERING USE OF VISUAL AIDS

1. Film users pay return transportation charges. Please return all films by PREPAID PARCEL POST.
2. All users are sent a booking slip which indicates the date the material is to be used and date to be returned to the Bureau. Before a shipment is held overtime, permission must be requested by telephone or telegraph. Many films are booked for constant use, therefore, if the user holds a shipment without permission, the next user will not get his films on time.
3. All film users and operators should read "Suggestions for Projection and Utilization of Motion Pictures."
4. Films or other visual aids **may not be loaned to other institutions or individuals by the original renter without the special consent of the Bureau.**
5. Users are required to pay for cancellations sent in after material has been shipped.

SUGGESTIONS FOR PROJECTION AND UTILIZATION OF MOTION PICTURES

FILM DAMAGE IS COSTLY! A few simple precautions will help reduce such damage to a minimum and keep film in first class condition. *Study with care the manual of instruction published and furnished by the manufacturer of your machine.* For information on other types of projectionist's manuals and handbooks write this office.

BEFORE THREADING

1. Clean both aperture plates thoroughly. The smallest amount of dirt on either plate may seriously scratch film.
2. Follow with care the manufacturer's instructions as to proper oiling. Apply *very small* quantities of oil, but OFTEN.
3. A sound projector will project either sound or silent films, but most silent projectors will project *only silent film.*
4. Be sure the take-up reel is not bent. Film which rubs on the edges of a bent reel will become rough and weakened.

THREADING

1. Use care in placing the film over the sprockets. Sprocket teeth, if not properly meshed with sprocket holes in the film, will punch holes of their own. If force is required to close the clamp which fits over the sprocket, the film and teeth are not properly meshed and damage will result.

2. In most projectors, it is necessary to open the aperture gate when threading. Here too, it is important that the film be placed in the precisely correct position before the "gate" is closed. If force is necessary to close the "gate" the film is probably not in proper position. After closing the "gate," pull up on the loop to see if film passes the aperture smoothly. If it does not, open the "gate" and re-set the film in its track.
3. A loop must be left above and below the aperture or "gate." Read manufacturer's instructions regarding the correct threading of your machine.
4. A good test for proper threading is to turn the mechanisms by hand and see if the film is meshing properly before starting the projector.

FILM DAMAGE—ANALYSIS AND PREVENTION

A. *Pulled sprocket holes, caused by:*
1. Film gate too tight
2. Losing loop
3. Worn shuttle or sprockets

PREVENTION
1. Rethread projector
2. Release tension on film gate
3. Have check by authorized service man

B. *Sprocket holes torn, caused by:*
1. Film too dry and brittle
2. Shuttle out of adjustment
3. Losing loop—too much tension on film gate

PREVENTION
1. Clean film with preservative
2. Increase film storage humidity
3. Have projector checked if damage continues

C. *Torn film, caused by:*
1. Film jammed in film channel
2. Sudden slack and jerk in take-up reel
3. Losing loop

PREVENTION
1. Splice film and rethread the machine

D. *Sprocket holes torn in film and sound track, caused by:*
1. Reversing sprocket holes and sound track
2. Improper threading
3. Running sound film on silent projector
4. Sprocket teeth failing to engage

PREVENTION
1. Thread properly
2. Never run sound film on silent projector

E. *Burned out frame, caused by:*
1. Projector lamp burning after motor stops running
2. Heat filter sticking when projector not running

PREVENTION
1. Have authorized service man check projector

F. *Kinks or creases, caused by:*
1. Pinching film gate or film can
2. Stepping on film

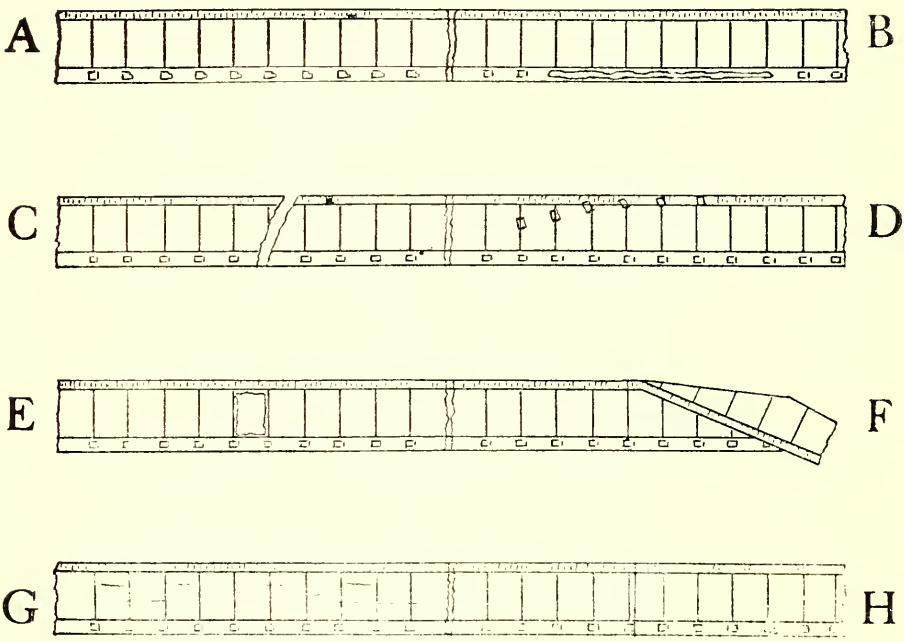
PREVENTION
1. Be careful

G. *Scratched film, caused by:*
1. Dirty film gate
2. Emulsion side of film exposed to rough surfaces

PREVENTION
1. Keep equipment clean and films properly stored

H. *Splice pulled loose, caused by:*
1. Poor cementing of splice
2. Film brittle
3. Too much tension on film gate, etc.

PREVENTION
1. Reduce tension on film gate
2. Clean and resplice



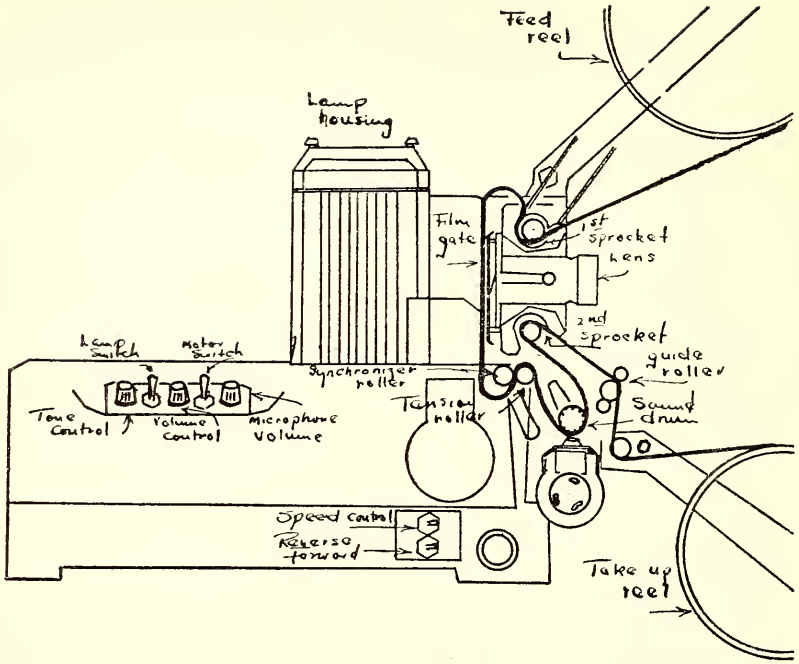
OPERATION

1. In operation the operator should familiarize himself with the sound of his projector. Unusual sounds warn the alert operator that the projector may be damaging the film. The noise accompanying serious damage is usually audible and sometimes very loud.

2. An almost infallible precaution is to feel the film lightly as it enters the projector and again as it leaves. If the film is leaving the machine with rough tears or sprocket punches or torn sprocket holes, the machine should be stopped immediately until the cause of the damage is discovered and remedied.

3. If a film is damaged during showing do not attempt to repair it or reshow it, unless you have proper equipment for making repairs and operators trained in making such repairs. Otherwise, return the film as it is with all the damaged portion.

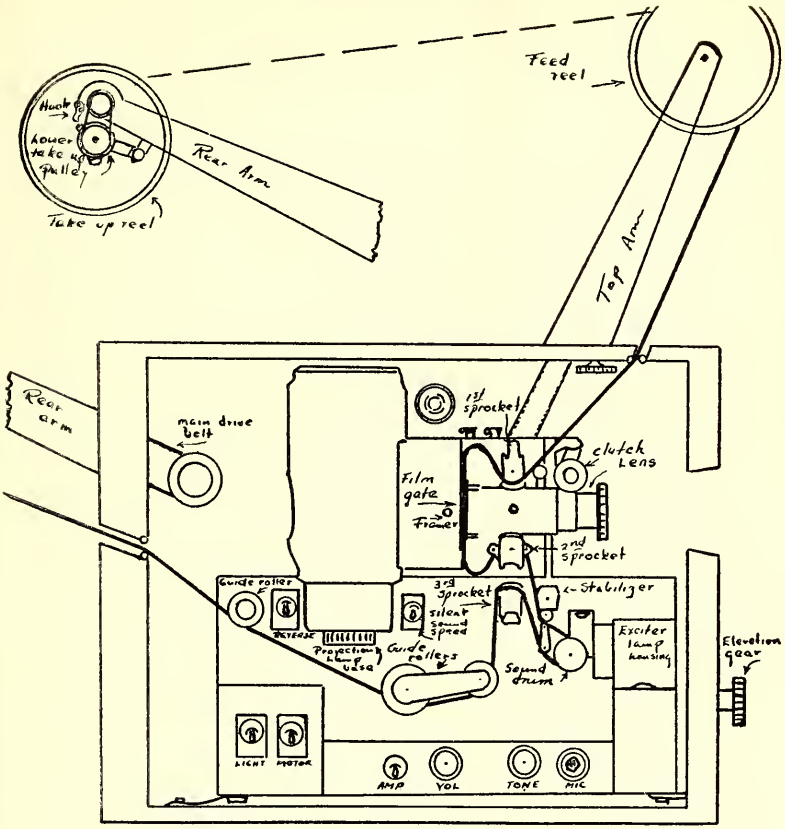
4. Please do not rewind film after last showing before returning to the Bureau. Return the film as it comes off your take-up reel and keep the original reel. Each school should own at least one 400-foot, one 800-foot, one 1200-foot, and one 1600-foot reel. Then it will not be necessary to rewind film. This will save your time and the time of the shipping clerk in the Bureau.



AMPRO

A. THREADING
1. Place full reel on top
2. Thread first sprocket
3. Open film gate (lever behind lens)
4. Place film behind film gate
5. Pull down lower loop synchronizer roller
6. Thread film over tension roller
7. Thread film over sound drum and second sprocket
8. Thread over guide roller and under equalizer roller
9. Thread end of film to take up reel
10. Turn on amplifier switch
11. Turn on motor and light switch
12. Focus by turning lens
13. Adjust sound volume and tone

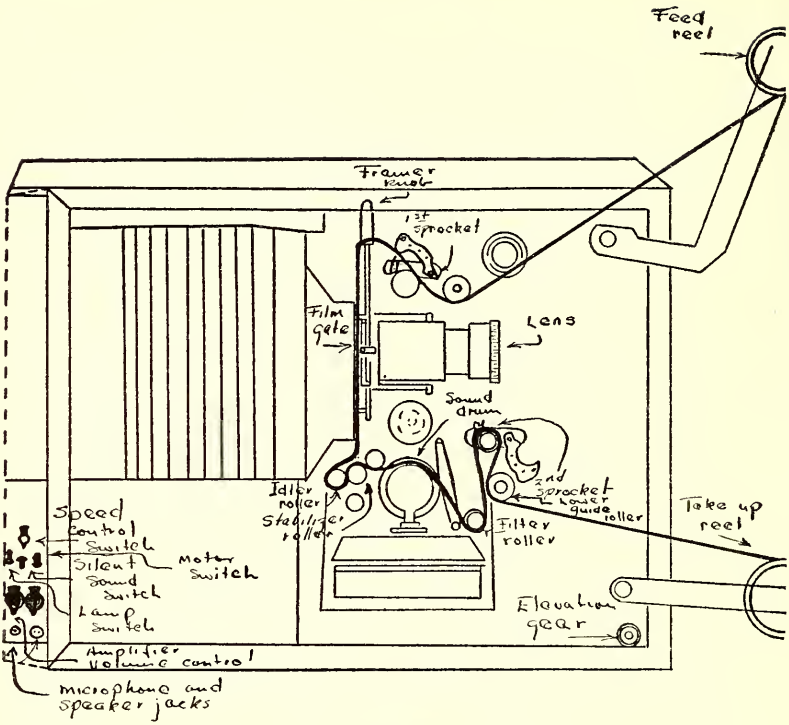
B. REWIND
1. Attach loose film to empty reel on top arm
2. Move belt shifter to left position
3. Place reverse switch "on."
4. Start motor
5. Push in rewind clutch



BELL & HOWELL

A. THREADING
1. Full reel on top arm
2. Open film gate (pull lever behind lens)
3. Thread first sprocket
4. Form upper loop
5. Place film behind film gate
6. Close film gate
7. Form bottom loop (according to loop guide)
8. Thread second sprocket
9. Thread sound drum and third sprocket (take up slack on sound drum before fitting third sprocket teeth into film sprocket holes)
10. Take film underneath all remaining rollers and thread into lower side of take-up reel on rear arm
11. Check threading by turning manual gear knob (behind lens)
12. Turn on amplifier switch
13. Turn on lamp and motor switch; focus by adjusting lens
14. Adjust sound volume and tone

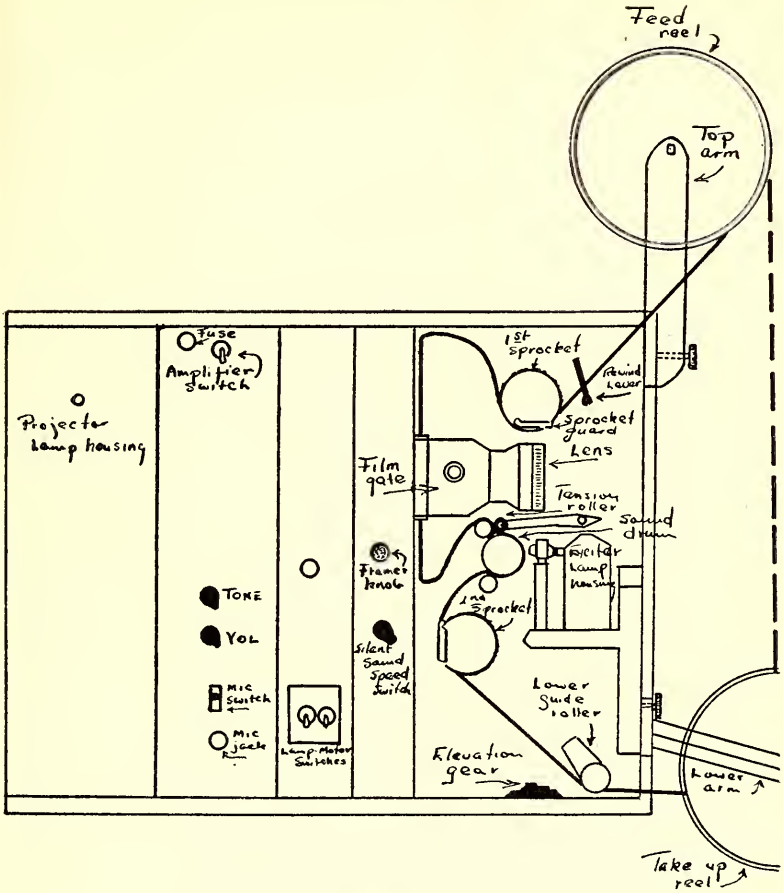
B. REWIND
1. Place full reel on top arm
2. Thread film to top of empty reel on rear arm
3. Engage hook after raising lower take-up pulley with rewind gear



De VRY

A. THREADING
1. Open sprocket guard; thread first sprocket
2. Open film gate and thread film channel
3. Thread lower loop under idler roller
4. Thread over stabilizer roller and sound drum
5. Thread under filter roller and over second sprocket; close sprocket guard
6. Thread under lower roller and over take-up arm
7. Turn on amplifier switch
8. Turn on motor and light switch
9. Focus by turning lens
10. Adjust sound volume and tone

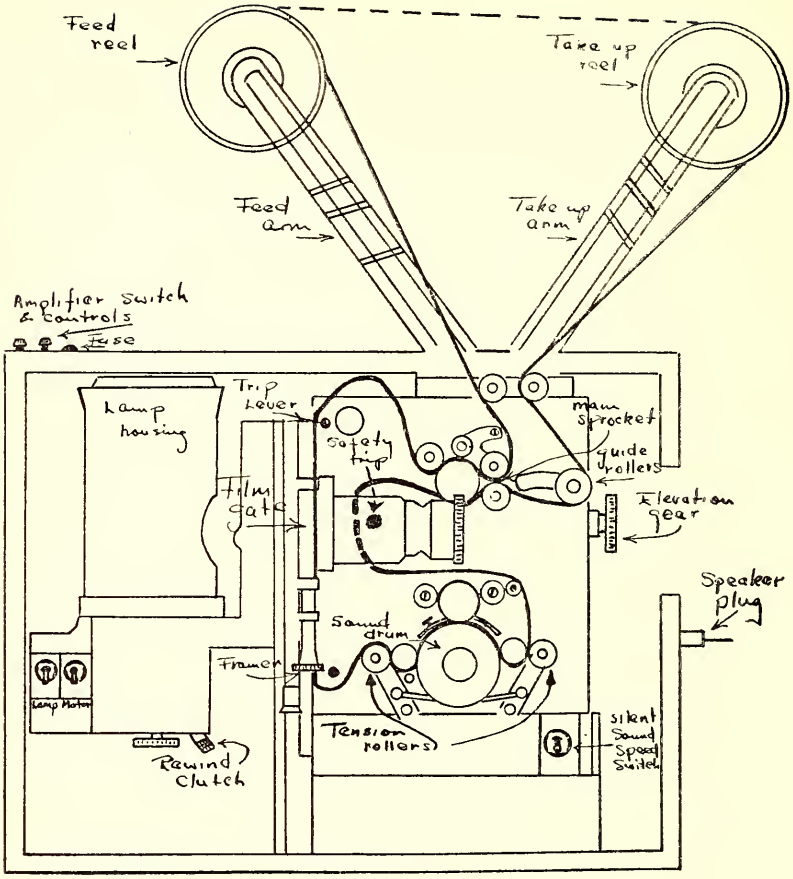
B. REWIND
1. Exchange full reel on take-up arm with empty reel
2. Place empty reel on feed arm and thread loose end of film
3. Turn on motor switch



RCA

A. THREADING
1. Place full reel on top arm
2. Open first sprocket guard thread and close guard
3. Open film gate; thread film channel; close film gate
4. Form bottom loop to conform with guide line
5. Thread under upper tension roller and around sound drum
6. Thread over lower tension roller and around second sprocket, after opening guard
7. Thread under lower guide roller and over top of take-up reel
8. Turn on amplifier switch
9. Turn on light and motor switch
10. Focus by turning lens
11. Adjust sound volume and tone

B. REWIND
1. Thread loose end to empty reel
2. Place rewind lever on "rewind"
3. Turn on motor switch



VICTOR ANIMATOGRAPH

A. THREADING
1. Place empty reel on take-up arm (right)
2. Put full reel on feed arm (left)
3. Open tension rollers each side of drum
4. Pull down loop; thread sound drum; close right tension rollers
5. Thread film (leaving slack loop) over safety trip behind lens
6. Thread main sprocket and guide rollers
7. Close left tension roller
8. Make lower loop approximately two fingers below framer knob
9. Thread film in channel and close film gate
10. Thread behind top trip lever and form upper loop
11. Thread top side of main sprocket
12. Turn on amplifier switch
13. Turn on motor and light switch
14. Focus by turning lens
15. Adjust sound volume and control

B. REWIND
1. Place end of film to empty reel
2. Hold rewind clutch down
3. Turn on motor switch

ACOUSTICS AND LIGHTING

Acoustics and lighting are always important in any classroom or lecture hall, but to change existing conditions in many buildings would require a financial outlay equivalent to or possibly more than the entire audio-visual budget. These problems should be considered in connection with a building program in order to be handled satisfactorily. Relocation or arrangement of auditory aids to the audience ear level will frequently improve poor acoustical conditions when more basic structural changes are impractical. Electrical outlets should be installed in the front and rear of each room in which auditory or visual aids requiring electrical supply for operation are to be used. Darkening facilities are important for the use of any projected aid and the problems involved in effectively blacking out projection space have frequently prevented teachers from using this type of instructional aid effectively.

It should be kept in mind that standard duck shades may be sufficient to darken a room under ordinary circumstances when a 16mm sound motion picture projector is to be used in normal sized classrooms. However, for the use of an opaque projector and similar types of projected aids with low illumination, total darkness is necessary.

There are many methods of blacking out classrooms or audio-visual rooms for use of projected aids to instruction. A little initiative and use of materials on hand can provide inexpensive blackout conditions. Whether you have materials on hand, purchase materials and make your own shades, or whether you apply to a commercial manufacturer, there are three practical ways of darkening a classroom:

1. Regular type darkening shades may be manufactured for each window from black, opaque, cotton duck fabric or black Piroxylin fabric. On this type of shade, metal or wood strips should be used inside window casing to prevent shades from blowing.

2. *Portable folding shades.* The windows in various classrooms do not vary too greatly in size and the portable type darkening share is by far the most economical. These can be moved from one room to another within a matter of minutes.

3. *Traverse darkening curtains.* Where a bank of classroom windows are close together it is sometimes found desirable to use the traverse type of darkening curtain. This curtain, or drape, may be manufactured in one or two sections, depending upon whether it is desirable to open it in the center or to draw all of the curtain to end end of the room.

Accessible storage and workshop space will facilitate the care of equipment and materials, but storage as well as projection space may be limited by existing building facilities. A major consideration, however, is the ease with which a teacher may select and present the materials available. Regardless of whether conditions permit the use of audio-visual aids in the classroom, a special projection room, or an auditorium it is important to maintain the classroom atmosphere.

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THE HIGH SCHOOL JOURNAL

POINTS TO KEEP IN MIND WHEN USING AUDIO-VISUAL AIDS

I. VALUE OF AUDIO-VISUAL AIDS—WHEN EFFECTIVELY USED IN TEACHING

1. Lessen major weakness of verbalism
2. Vitalize subject matter.
3. Provide interesting approach to new topics and give good initial impression.
4. Provide pleasant learning experience.
5. Economize time in learning.
6. Increase retention ability.
7. Aid in developing keen observation.
8. Supply concrete material needed.
9. Stimulate initiative of pupils in developing materials on local level.
10. Stimulate creative responses in pupils.
11. Provide the best substitute for real experience.
12. Stimulate interest and aid in self-expression.
13. Enrich and clarify instruction.
14. Help in orienting the child to the world in which he lives.

II. POINTS TO BEAR IN MIND WHEN SELECTING AND USING AUDIO-VISUAL AIDS

1. Audio-visual teaching aid must have some direct relation to lesson (they must not be mere entertainment).
2. Audio-visual aids should be selected to supplement and enrich various areas in the curriculum.
3. Audio-visual aids should be adapted to grade level.
4. Audio-visual aids should be selected, combined and used in a way which will be most effective for a particular lesson.
5. Audio-visual aids are not a separate subject but a vital teaching method.
6. Preview all types of audio-visual materials before using in class.

III. DANGERS TO AVOID IN USE OF AUDIO-VISUAL AIDS

1. Material unsuited to a particular teaching situation.
2. Too much material used at one time.
3. Use of materials poor in quality.
4. Use of materials unsuited to child's mental level.
5. Failure to integrate the various aids with the teaching situation.

IV. WRITE THE BUREAU OF VISUAL EDUCATION FOR INFORMATION ON:

1. How to organize an Audio-Visual Education Department in your school.
2. How to organize a Projectionist Club.
3. Sources of audio-visual material and equipment.

RENTAL FEES

FOR ALL AUDIO-VISUAL AIDS

NOTE: The Bureau pays transportation charges on all Aids sent by mail within this State, and user pays return postage. All Aids are for the subscriber's use exclusively.

MAIL DELIVERY

INDIVIDUAL RENTALS

One Day's use of Audio-Visual Aids	$ .60 per unit
Truck Delivery Plan (10 days)	1.00 per unit

CLUB PLANS

(All Club Plans are based upon *advanced payment* by subscriber)

Used in *only one* school for *one day*					
PLAN A.	40	units	Audio-Visual	Aids	$ 26.00
PLAN B.	120	units	Audio-Visual	Aids	72.00
Used in *only one* school for *two days*					
PLAN AA.	40	units	Audio-Visual	Aids	39.00
PLAN BB.	120	units	Audio-Visual	Aids	90.00
Used in *only one* school for *one week*					
PLAN C.	100	units	Audio-Visual	Aids	70.00
PLAN D.	220	units	Audio-Visual	Aids	142.00
Used in *more than one* school for *one week*					
PLAN E.	100	units	Audio-Visual	Aids	130.00
PLAN F.	220	units	Audio-Visual	Aids	262.00
Used in *more than one* school for *two weeks*					
PLAN G.	100	units	Audio-Visual	Aids	200.00
PLAN H.	200	units	Audio-Visual	Aids	315.00

TRUCK DELIVERY

Delivered to a school administrative unit every two weeks beginning in September—ending May. Can be used in any number of schools.

PLAN I	500	units	Audio-Visual	Aids	500.00
PLAN II	300	units	Audio-Visual	Aids	300.00
PLAN III	150	units	Audio-Visual	Aids	150.00

Note: ALL CLUB PLANS are on a *twelve month basis*—that is, Audio-Visual Aids may be used under a CLUB PLAN for 12 months beginning with the date of first delivery. TRUCK DELIVERY PLANS are based on the nine months school year.

EXPLANATION OF ABBREVIATIONS IN CATALOG

AC—American Can Company
ACADEMIC—Academic Film Company, Inc.
ACADEMY—Academy Films
AFP—American Forest Products
AFS—American Film Services
AI—Athletic Institute
ALMANAC—Almanac Films, Inc.
AMCANCER—American Cancer Society
AM LIFE INS—American Life Insurance Company
ASSN F—Association Films
ASSN AM RR—Association of American Railroads
ASTOR—Astor Pictures Corporation

BAILEY—Bailey Films, Inc.
BARR—Arthur Barr Productions
BH&G—Better Homes and Gardens
BIS—British Information Services
BM—Bureau of Mines
B&O—Baltimore and Ohio Railroad
BRANDON—Brandon Films

C—Castle Films
CC—Chrysler Corporation
CFS—Capital Film Service
CO-OP—Cooperative League of US
CORONET—Coronet Instructional Films
C-W—Churchill-Wexler

duPONT—E. I. duPont de Nemours & Co.
DUROC—Duroc Company

EASTIN—Eastin Pictures Company
EBF—Encyclopaedia Britannica Films
EFLA—Educational Film Library Association

FA—Franco-American Audio-Visual Distributors
FCE—Film Classic Exchange
FF—French Films
FFFd—Farm Film Foundation
FILMS INC—Films Incorporated
FIRESTONE—Firestone Tire and Rubber Company
FON—Films of the Nations
FORD—Ford Motor Company
FP—Film Publishers Inc.
FRITH—Frith Films

GATEWAY—Gateway Productions Inc.
GEN MILLS—General Mills Film Library
GM—General Motors Corporation

GP—General Pictures Productions Inc.
GREYHOUND—Greyhound Bus Company
GUT—Walter O. Gutlohn

HAM—Hammermill Paper Company
HARTLEY—Hartley Productions
HFE—Hollywood Film Enterprises
HOFFBERG—Hoffberg Productions Inc.
HWO—Hamilton Wright Organization

IFB—International Film Bureau
IFF—International Film Foundation
INT.GEO—International Geographic Pictures

JH—Jim Handy Organization
JOHNSON-HUNT—Johnson Hunt Productions

KB—Knowledge Builders
KFd—Kellogg Foundation

LF—Library Films

M—Carl F. Mahnke Productions
McCRARY—McCrary Films
McGRAW-HILL—McGraw Hill Book Company
MITCHELL—Stuart Mitchell
MOD—Modern Talking Pictures
MOT—March of Time

NAM—National Association of Manufacturers
NCEA—North Carolina Education Association
NCCD—North Carolina Conservation and Development
NCCJ—National Conference of Christians and Jews
NCWC—North Carolina Wildlife Commission
NEF—National Education Films
NFB—National Film Board of Canada
NMC—National Music Camp
NSPB—National Society for the Prevention of Blindness
NSS—National School Service
NYC—New York Central System

OIAA—Office of Inter-American Affairs
OSFS—Official Sports Film Service
OWI—Office of War Information

PA.SC—Pennsylvania State College
PAUL HOEFLER—Paul Hoefler Productions
PF—Pictorial Films
PFC—Princeton Film Center
POCKET BOOKS—Pocket Books Inc.
PORTAFILMS—Portafilms
POT.IN—Potash Institute

PUB HEALTH—Public Health

RNR—Richmond News Reader

SI—Sugar Information
SQUIBB—House of Squibb
SR-DC—Spokesman Review and Daily Chronicle
SWITLIK—Switlik Company

TAD—Training Aids Division
TAE—Teaching Aids Exchange
TB—Tuberculosis Association
TEA BUR—Tea Bureau Film Library
TF—Transfilm Inc.
TFC—Teaching Film Custodians
TVA—Tennessee Valley Authority

U. OF CALIF—University of California
UNFILM—United Nations, Film Division
USDA—US Department of Agriculture
USMC—US Marine Corps
USN—US Navy
USOE—US Office of Education
UST—US Treasury
USWB—US Weather Bureau
UWF—United World Films Inc.

VA.DC—Virginia Dept of Conservation
VENEER—Veneer Association

YA—Young America Films Inc.

Alphabetical List of 16mm. Educational Films With Description, Price and Unit Value

Unit Value

ACCENT ON USE (NatFdInfant Par)

20 minutes—sound $1.20 2

Shows the techniques of physical therapy and their importance in the treatment of infantile paralysis. (Sr. High through Adult)

A CHRISTMAS GIFT (EBF)

6 minutes—Sound—color $2.40 4

This delightful film tells a heart warming story of children at Christmas time. Planned as an incentive for primary grade reading, the film utilizes familiar home and school situations to capture and hold the attention of youngsters. The story revolves about young Jerry and Linda who learn a valuable lesson about the spirit of Christmas. (Primary)

ACT YOUR AGE (CORONET)

13 minutes—sound $2.40 4

Students will see here some of the more common types of "infantile reactions"—temper, weeping, inability to "take a joke" as well as other forms of emotional immaturity. And, having seen examples of these traits, they'll learn the basic reasons for the continuance of these common signs of emotional immaturity into adolescence. To help overcome the social handicaps that come with inability to "grow up" the film offers a method of self-evaluation. (Jr. High through Adult)

ADAMS, JOHN QUINCY (EBF)

20 minutes—sound $2.40 4

Dramatizes significant episodes in the life of America's sixth president and "Father of American Foreign Policy." Traces the steps by which he laid the ground work for the expansion of the U. S. across the entire continent. (Jr. High through Adult)

ADDITION IS EASY (CORONET)

10 minutes—sound 1.80 3

What is addition? How is it done? Billy needs to buy a set of paints but he wants to buy a baseball bat too. Has he enough money in his own bank? This simple and effective film lesson establishes the basic concepts and demonstrates the methods of addition which are all-important to a solid foundation for the study of mathematics. (Primary and Elementary)

ADVENTURES OF BUNNY RABBIT (EBF)

10 minutes—sound $1.80 3

Dramatizes for primary children the adventures of a mother rabbit and her family in their natural environment, explaining the rabbit's habits and characteristics. (Primary and Elementary)

ADVENTURES OF HUCKLEBERRY FINN (TFC) (See regulations—last page)

39 minutes—sound $4.80 8

Digest of the major episodes in the Twain narrative of Huck's flight from home, his journey down the Mississippi with Jim, the runaway slave, and their encounter with the fraudulent "King Louis the VII" and the "Duke of Bridgewater." Loyalties are stressed as well as the humor and pathos of Twain's classic. (Elementary through Adult)

(Consult page 19 for Club Rental Plans.)

Unit Value

ADVENTURES OF JUNIOR RAINDROP (USDA)

8 minutes—sound—color $1.20 2

Animated cartoon of a raindrop's visit to earth. Shows the need for everyone to be informed on good watershed management practices. Raindrops, like children, become delinquent and lawless when their welfare is neglected. The animation is supplemented with "live" action scenes showing contrasting results of poor and good watershed management.

ADVENTURES OF WILLIE SKUNK (YA)

10 minutes—sound $1.80 3

The amusing story of Mother Skunk and her five babies, featuring Willie Skunk, the baby who always seems to be getting into difficult situations. (Primary)

ADVENTURING PUPS (YA)

10 minutes—sound $1.80 3

The story of three beagle puppies and their adventures on the farm and in the woods. Serves to stimulate observation by the pupil and introduce him to the characteristics and actions of dogs and several other animals of the woods and farm. (Primary)

AFRICAN FAUNA (PAUL HOEFLER)

10 minutes—sound—color $3.00 5

This beautiful, interesting, and instructive film was photographed just before the war by this internationally recognized African authority. It shows the animals: Waterbuck, Impalla, Chettah, Crocodile, Elephant, Zebra, Lion, Giraffe, all in their natural habitat.

AGE OF DISCOVERY (CORONET)

10 minutes—sound $1.80 3

Spanish and Portuguese Explorations. Map animations, scenes of Spanish and Portuguese towns and places connected with the 'age of discovery', and shots of statues, paintings and other objects of historic interest which combine to present a picture of the men, the ships, and the instruments used. Reference is made to the voyages of Prince Henry the Navigator, Columbus, Vasco Da Gamma, Magellan, and the Conquistadores. (Elementary through Adult)

AIR ALL AROUND US (YA)

10 minutes—sound $1.80 3

This film presents and explains a number of classroom demonstrations illustrating concepts concerning air pressure, contraction and expansion of air, and compressed air. (Elementary and Junior High)

AIRPLANE CHANGES OUR WORLD MAP (EBF)

11 minutes—sound $1.80 3

Describes the evolution of world map concepts and how the airplane has drastically reduced travel distances. Sequences include the problem of projection distortion; early maps and globes; latitude and longitude; Mercator's, Mollweide's, and Goode's projections; and distance contrasts between points on the globe by land, water, and air travel routes. The Great Circle route is traced on Mercator's propection, and airplanes and steamship travel distances are compared. (Elementary thorugh Adult)

(Consult page 19 for Club Rental Plans.)

Unit Value

AIRPLANE TRIP (EBF)

11 minutes—sound $1.80 3

A mother and her young daughter journey to Salt Lake City from Los Angeles in an airplane. They see parts of the plane serviced; mail and passengers taken on; the safety belt adjusted, and the plane's instruments explained. They are served a meal, see the berths made up and hear a radio and telephone weather report. (Primary and Elementary)

AIRPLANES AND HOW THEY FLY (YA)

11 minutes—sound $1.80 3

An elementary discussion of the principles of aircraft flight. Also illustrates types of modern aircraft. (Elementary and Jr. High)

ALASKA (EBF)

10 minutes—sound $1.80 3

Developed to show the relationship of people living in Alaska to their environment and the tremendous reservoir of resources which Alaska comprises. Fishing, lumbering, mining, fur trapping and agriculture. (Elementary through College)

ALASKA—Eskimo Hunters (UWF)

20 minutes—sound $3.00 5

In this vivid film, we learn how people live in regions where the weather is always cold, chiefly by fishing, trapping and hunting. We live with an Eskimo family in northern Alaska where life is conditioned by this low temperature even in summertime. (Elementary through Adult)

ALASKA'S SILVER MILLIONS (AC)

34 minutes—sound $1.20 2

Fascinating story of salmon and the amazing land of Alaska. Shows the geographical setting and many scenic wonders. (Elementary through Adult)

ALCOHOL IN THE HUMAN BODY

15 minutes—sound $2.40 4

Uses both live photography and animation to show the specific effects of ethyl alcohol on the body. Describes the characteristics of the liquor, traces its course through the body and shows its effect upon the brain and actions of the imbiber. (Jr. High through Adult)

ALCOTT, LOUISA MAY (EBF)

20 minutes—sound $2.40 4

Portrays the life of one of America's great and popular women writers. Reveals her complete devotion to her family in the Civil War and mentions her aiding national reform and improvement measures. Emphasizes her success as a writer of human interest stories, with special attention to *Little Women, Little Men, and Jo's Boys.* (Jr. and Sr. High)

ALGEBRA IN EVERYDAY LIFE (CORONET)

10 minutes—sound $1.80 3

There is nothing mysterious about algebra. It is only a language of numbers. Your students will realize this as they see Grace and Bill solve a problem confronting them in the preparations for their annual school revue . . . solve it by using algebra. With emphasis on three basic algebraic steps: 1) observation, 2) trans-

(Consult page 19 for Club Rental Plans.)

Unit Value

lation, 3) manipulation and computation, this film shows how algebra is used in everyday life. (Jr. and Sr.High)

ALICE IN WONDERLAND (TFC) (See regulations—last page)

40 minutes—sound $4.80 8

This excerpt gives a detailed presentation in costume of the leading characters of the book and photographs of the actors and actresses who portrayed them. Scenes show Alice in her living-room examining the chessmen, commenting on the rabbit, talking to the turtle, her soliloquy with the cat, walking through the looking glass, her trip down the rabbit hole, and eating the cake which makes her grow small. The film closes with Alice small enough to go through the doorway which takes her into Wonderland. (Elementary through Adult)

ALIMENTARY TRACT (EBF)

10 minutes—sound $1.80 3

Supplement to "Digestion of Foods." Treats motility phenomena of gastro-intestinal tract. Hypermotility, inhibition, anti-peristalsis, hunger contractions and normal movements are illustrated. (Jr. High through College)

ALLERGIES (EBF)

12 minutes—sound—black and white $1.80 3

Presents facts necessary for a fundamental understanding of the nature of allergies. Describes an allergy as a pronounced sensitiveness of a given part of the body to a particular substance such as certain pollens, dusts, foods, etc. Points out types of research now being carried on in the field, and explains tests for detecting allergies. (Jr. High through Adult) Biology and hygiene classes.

ALUMINUM (OWI)

9 minutes—sound $1.20 2

A story of the "fateful metal"; importation of bauzite; transmutation into alumina and then into aluminum. (Jr. High through Adult)

AM I TRUSTWORTHY (CORONET)

10 minutes—sound $1.80 3

Returning borrowed articles, keeping promises, doing a good job with assigned tasks are all presented as examples of trustworthiness in this film. Students see and learn that by practicing trustworthiness in the little things of everyday life, people will trust them when important issues are raised. Trustworthiness is seen as a part of our daily routine. Use of this motion picture can do much to solicit the support of the class as a group in developing trustworthiness. (Primary and Elementary)

AMERICA FOR ME (BEAUMONT & HOHMAN)

35 minutes—sound—color $1.20 2

Tells the story of a young school teacher who is traveling across the country writing a thesis. The people she meets, the lovely scenery she sees, are combined with a light romance to give an informative, colorful picture of America. Some magnificent scenic sequences are included in the film. A Greyhound Bus sightseeing tour. (All ages) (Travelog)

(Consult page 19 for Club Rental Plans.)

Unit Value

AMERICAN PORTRAIT (Am. Life Ins.)

26 minutes—sound $1.20 2

The story of improvement and better ways of life which have come into being over the course of the last one hundred years. Barbara, a member of the Smith family is unimpressed with the family's achievements, until Grandpa puts her straight by showing her how her own family helped sell America into a better way of life and the highest standard of living in the world. Shows the place of the life insurance salesman in the community. (Sr. High through Adult)

AMERICAN REVOLUTION (EBF)

12 minutes—sound—color $3.60 6

A clear explanation of the strategy, the struggle, the movement of forces, and the important military engagements of the war for independence. Stresses geographical and social factors which brought victory to the thirteen states. Animated drawings cover the terrain and battlefields over which the war was fought. (Sr. High through Adult)

AMERICANS ALL (OIAA)

20 minutes—sound $1.20 2

A story of the life of the people in the twenty American republics south of the Rio Grande. Emphasizes need for good relations between the U. S. and Latin Americans. (All Ages)

AMERICA'S CALL TO ARMS (C)

10 minutes—sound $1.80 3

Technique of mechanized warfare; tanks, scout cars, anti-tank and anti-aircraft guns, air bombing, parachutists, and the new mosquito flotilla. (Jr. High through College)

AMERICAN SQUARE DANCE (CORONET)

11 minutes—sound—color $3.60 6

Teaches the positions of the dancers in relation to the calls and defines terms. We see (1) the Swing, (2) the Alemande, (3) the Grand Right and Left, (4) the Promenade, (5) Promenade the Outside Ring, (6) Right and Left Through and Back, (7) Two Ladies Chain and Back, (8) Four Hands Up and Half Around, and (9) Do-si-do. There is ample review of these fundamentals. (Elementary through Adult)

AMERICAN TEACHER (MOT)

15 minutes—sound $1.80 3

The basic theme is that all good teachers know their methods are as individualistic and personal as any other artists, and all realize the importance of developing in their pupils the ability to think, as well as a knowledge of the facts. (Sr. High through Adult)

AMERICA'S WONDERLAND (C)

10 minutes—sound $1.80 3

Niagara Falls, Rocky Mountain national park, the Yellowstone, Crater Lake, the Columbia River, Bryce and Grand Canyon, the Yosemite, Mount Rainier, the Monterey Peninsula all are shown. (Elementary through Adult)

(Consult page 19 for Club Rental Plans.)

Unit Value

ANCIENT GREECE (CORONET)

10 minutes—sound $1.80 3

Primarily photographed in Greece, the film is an authentic document. It offers an ideal dramatization of one of the most important periods in human history, showing the Parthenon, the village of Sparta and the Acropolis. (Junior and Senior High)

ANCIENT MESOPOTAMIA (CORONET)

10 minutes—sound $1.80 3

The contributions of the Sumerians, Semites, Babylonians and Assyrians, who occupied the Tigris-Euphrates valley, are depicted against authentic locales that include, Babylon, Ur and Nineveh. These people were first to use the arch and the wheel. They developed a code of laws, a system of writing and military science —all of which have become a part of western civilization. (Jr. High through Adult)

ANCIENT ROME (CORONET)

10 minutes—sound $1.80 3

As a city, as a religious center, as a capital of an Empire, Ancient Rome dominated the people of its times. Even in our modern world the Roman influence is profound. In this production an authentic visual background is presented for the study of Ancient Rome. The achievements of Rome in government, in architecture, in engineering, are presented here . . . our specific inheritances from the culture are established. The famous Appian Way, the Sacra Via, the Forum and the palaces of the Palatine Hill are just a few of the scenes of Roman grandeur presented. (Elementary through Adult)

ANCIENT TRAILS IN NORTH AFRICA (UWF)

10 minutes—sound $1.80 3

This film traces the known and conjectured history of ancient man thru ancient Rome, Carthage, and the Berbers, back to the trodiodytes and their shadowy paleolithic predecessors. The work of Count Bryon, noted archaeologist, is fascinatingly presented. (Jr. High through Adult)

ANCIENT WORLD INHERITANCE (CORONET)

11 minutes—sound $1.80 3

The study of ancient civilizations can well begin with the relationship of modern times to the Ancient World. By a visual comparison of the ancient with the modern the film shows how such everyday articles as textiles, paper, agricultural implements, and such institutions as writing and organized law are inherited from the cultures of the Egyptians, Babylonians, Assyrians and other ancient peoples. (Jr. High through Adult)

AND SO THEY LIVE (NYU)

25 minutes—sound $3.00 5

The tragic poverty of the land in a rural southern community, the lack of proper diet, housing and sanitation, and the need for better adaptation of the school program to the problems of the community. There is a detailed and intimate picture of the family, the real affection and respect among the family members emerging as clearly as the unfortunate social and economic circumstances in which they live. (College and Adult)

(Consult page 19 for Club Rental Plans.)

Unit Value

ANDES, THE (HFE)

10 minutes—sound—color $3.60 6

The Andes are shown as a distinct region of South America. Its effect on agriculture—nitrate and mineral resources—is depicted. Its barrier aspects are discussed in relation to trade and industry. Railway, roads, and airplanes each demonstrate their ability to cross the mountain chain. Excellent maps and charts show major geographic sectors of South America and the effect of the Andean mountain barrier on rainfall patterns. (Elementary through Adult)

ANIMAL BREEDING (EBF)

13 minutes—sound—black and white $1.80 3

Essential procedures in animal breeding or genetics are shown in operation at an up-to-date breeding farm. Techniques of selecting parent stock are described, and examples of inbreeding and outbreeding shown. Identifies the unusually important pioneering roles of Robert Bakewell and Gregor Mendel. Explains the importance of artificial insemination. Outlines the major producer and consumer benefits derived from modern stock breeding procedures. (Biology and General Science)

ANIMAL LIFE (EBF)

10 minutes—sound $1.80 3

Types of animals including sponges, coelenterates, echinoderms, worms, molluscs, crustaceans, insects and vertebrates. Illustrations of locomotion, food intake, digetion, and respiration. (Elementary through Sr. High)

ANIMALS GROWING UP (EBF)

10 minutes—sound $1.80 3

Traces growth and development of representative baby animals during the first few weeks of life. Animals depicted include a litter of puppies, a new born calf, and a hatching of chicks. The film illustrates how mother animals care for their young, and excellent close-up scenes portray clearly the physical changes taking place in the young animals at intervals of several days and weeks. (Primary and middle grades)

ANIMALS IN WINTER (EBF)

11 minutes—sound $1.80 3

Provides an opportunity to study various wild animals as they prepare for and live thru the winter season. Portrays a badger, woodchuck, chipmunk, caterpillar, owl, rabbit, blue jay, porcupine, bobcat, and fox in natural settings. (Primary and Elementary)

ANIMALS IN MODERN LIFE (EBF)

10 minutes—sound $1.80 3

How animals are used in our modern civilization to furnish food clothing, material, and power. (Jr. and Sr. High)

ANIMALS IN THE ZOO (EBF)

10 minutes—sound $1.80 3

Animals of the zoo and foods they eat. Includes lion, tiger, giraffe, bison, sea-lions, bears, hippopotamus, rhinoceros, elephant, monkeys, and bears. (Primary and Elementary)

(Consult page 19 for Club Rental Plans.)

Unit Value

ANIMULES (IntFlmB)

11 minutes—sound—color $3.60 6

Designed to encourage children's creativeness to have full play in making entirely imaginary animals out of wet paper, paste and tempera paints. Methods of constructing several basic forms are outlined and possible variations suggested by adding buttons, for ribbon or yarn in many combinations. The importance of originality is stressed throughout the film. (Elementary through Adult)

ANOTHER TO CONQUER (TB)

22 minutes—sound $1.20 2

Portrayal of a cross-section of Indian life. This film about the tragedy of T.B. in an Indian family makes one realize the sorrows that might be avoided if the disease were taken care of in time. (Sr. High through Adult)

ANSWERING THE CHILD'S WHY (EBF)

13 minutes—sound $1.80 3

Dramatizes actual situations in which youngsters meet with positive or negative attitudes toward their questions, and suggests the resulting effect on their personalities. (Jr. High through Adult)

ANT CITY (ALMANAC)

11 minutes—sound $1.80 3

(John Kieran's Kaleidoscope) The complex society of ants is laid before our eyes. Their architecture, social and economic perfection, abiilty to organize and control their habits, work and detailed activities are revealed. (Primary through Adult)

ANTIBIOTICS (EBF)

14 minutes—sound—black and white $2.40 4

Provides basic understanding about a new and important weapon in man's fight against disease. Defines antibiotics and shows how they have been used successfully in medicine. Points up research in the development of antibiotics and calls attention to the mass production of penicillin. Also indicates use of antibiotics in animal husbandry and food preservation. (Jr. High through Adult) (Health and Hygiene)

APACHE INDIAN (CORONET)

10 minutes—sound—color $3.00 5

The once war-like Apaches remain one of our most colorful tribes. Their ceremonies are little changed through the years, and through this film we attend the most exciting of them. We see the Apache demonstrate his magnificent horsemanship and his love of pageantry and display in tribal functions. It's the tribe of Geronimo—following a more peaceful path. (Primary through Adult)

APHIDS (EBF)

11 minutes—sound $1.80 3

This film deals with a very interesting creature. It shows that most aphids have no father or even grandfather. Some are born alive, while others hatch from eggs; only a few have wings. Ants keep them as cows, while the aphid itself secures its food in an unusual way. Animated drawings of the aphid's life cycle. (Elementary through College)

(Consult page 19 for Club Rental Plans.)

Unit Value

APPIAN WAY (AFFlms)

10 minutes—sound $1.20 2

A camera trip along the Appian Way in Italy shows E. R. P. aid working in dozens of important ways, helping the Italians in their construction of a new and better Italy. (Sr. High through Adult)

APPRECIATING OUR PARENTS (CORONET)

10 minutes—sound $1.80 3

With more and more time now being devoted to developing good family relationships, this film can play an important role in any group activities. In a simple story it tells how a boy discovered how much his parents do for him each day. He sees, too, how he can help repay them through showing his appreciation and by doing his share of the family work. Lessons of cooperation, importance of the family and ways to share tasks in the home are presented in an easy-to-understand manner. (Primary and Elementary)

APTITUDES AND OCCUPATIONS (CORONET)

16 minutes—sound $2.40 4

Discusses six of the fundamental human abilities—mechanical, clerical, social, musical, artistic and scholastic and indicates how a student may, with the aid of school counselor, determine how much of each of these abilities he has. It also indicates broad fields in which certain combinations of abilities are required. (Sr. High and College)

ARABIAN CHILDREN (EBF)

15 minutes—sound—black and white $2.40 4

This film is about a family in the town of Saahab, Jordan. The father is a farmer, the mother is a housewife. They have two sons and a daughter. In the morning, the son delivers sheep to the village shepherd, the other helps his father water their fig trees before they go to school. Then, while father works in the field and the mother makes the daily bread, the daughter gets water for the family and helps her mother. At school, the boys learn English. As soon as school is out, the boys play around, help with the evening chores, go home and they all have dinner. (Elementary Social Studies)

ARCHERY FOR GIRLS (CORONET)

10 minutes—sound $1.80 3

One of the most ancient of human skills, archery today is a fascinating and healthful sport for people of all ages. With experts demonstrating, students learn the fundamental techniques of shooting: proper stance, nocking the arrow, the draw, the aim, and the loose. Stressing relaxation and practice, it is popular with beginners and experts alike (High School through Adult)

ARCHIMEDES' PRINCIPLE (EBF)

6 minutes—sound—black and white $1.20 2

Dramatizes the problem that led to Archimedes' famous experiments on buoyancy. Recreates Archimedes' experiments under conditions that show the development of his Principle. Demonstrates the use of the modern Archimedes Balance with the cup and cylinder apparatus. Demonstrates experimentally the measurement of the buoyant force of fluid upon an immersed solid. (High School chemistry)

(Consult page 19 for Club Rental Plans.)

Unit Value

ARE MANNERS IMPORTANT? (EBF)

11 minutes—sound—black and white $1.80 3

The film shows how good manners, defined as consideration for others, help people live together in a pleasant, enjoyable way. We see a boy holding a door open for an older man laden with bundles, a man helping a woman into a car, a boy going to the end of the line at the movies instead of trying to crowd ahead of others, and other examples which illustrate consideration for others. The film ends by specifically posing the question—"Are Manners Important?" (Elementary and Jr. High)

ARE YOU A GOOD CITIZEN? (CORONET)

10 minutes—sound $1.80 3

Mr. Heineman has just been chosen to preside over the "Citizenship Day" celebration. And in this ever-timely film story we discover why he is considered such a good citizen . . . we are introduced to a check-list of good citizenship essentials . . . we learn a new appreciation of the role of democratic institutions in our way of life. This film will challenge every viewer to check up on his own citizenship rating. (Elementary through Adult)

ARE YOU POPULAR? (CORONET)

10 minutes—sound $1.80 3

Constrasts Carolyn, attractive newcomer in high school, with Ginny, who is willing to date all the boys but is unpopular with both boys and girls. Shows how Carolyn and Wally are careful of their appearance, polite, considerate in arranging dates, businesslike on the telephone, cooperative with parents, and always well-mannered. (Junior High through Adult)

ARE YOU READY FOR MARRIAGE? (CORONET)

15 minutes—sound $2.40 4

'Is only *love* enough for marriage?" A young couple who want very much to get married discover what it really takes to be "ready for marriage." With the help of a church marriage counselor, they investigate their own relationship using his "Checklist For Cupid" and Marriage Development Board, which visualize the growing together of a couple before and during marriage with the achievement finally of paired unity. Church, social and educational groups will find this motion picture extremely useful in a variety of group and individual counseling situations. (Sr. High through Adult)

ARGENTINA (EBF)

11 minutes—sound $1.80 3

Buenos Aires, the commercial, financial, and industrial hub of predominantly agricultural Argentina. A grain broker and a packing plant employee, with the family of the latter, are introduced as representative city-dwellers. The vast pampas region, the source of Argentina's agricultural wealth; the dependence of the city on the rural hinterland. Spanish dialogue is periodically incorporated into the film story. (Elementary through Senior High)

ARGENTINA—Horsemen of the Pampa (UWF)

20 minutes—sound $3.00 5

In this film we accompany the son of a gaucho, who with his father attends all the day's work of the cowhand and at nightfall enjoys a comfortable home with others of the family. Throughout these scenes of the people of the Pampas there is an ever mounting im-

(Consult page 19 for Club Rental Plans.)

Unit Value

pression of the vastness of the level, stoneless and nearly treeless plain. There is an inescapable picture of the Great Plain's influence upon its people and its impact upon an entire nation. GEOGRAPHICAL CONCEPT: High grass-covered plateaus are especially suited to large-scale grazing operations. (Elementary through Adult)

ARIZONA AND ITS NATURAL RESOURCES (BM)

30 minutes—sound—color $1.20 2

This film illustrates the development of the rich mineral deposits and other great resources of the Grand Canyon State. Highlights the development of copper and other metal industries, tells how irrigation turned desert wastes into rich agricultural regions and provided good grazing land for cattle. Describes importance of Indian culture, and reveals how the painted desert, petrified forest and other natural wonders made Arizona a leading tourist state. (Jr. High through Adult)

ARM BEHIND THE ARMY (OWI)

10 minutes—sound $1.20 2

"The success of the Army on the firing line depends upon the success of labor and industry on the production line. And the security of American industry and labor depends upon the success of the American Army. An Axis victory means the enslavement of both labor and industry." A positive appeal for unity. (Jr. High through Adult)

ARMY AIR FORCES REPORT (OWI)

40 minutes—sound $1.20 2

Shows how our Air Forces were organized and expanded, including the Fighter and Bomber Commands, the Air Transport Command, the Air Service Command, Nazi warning systems, anti-aircraft batteries; and fighter-plane operations are shown from the beginning of an Allied attack up to and including the actual sky combat between our own and enemy planes. (Jr. High through Adult)

ARMY-NAVY FOOTBALL GAME 1946 (AFS)

20 minutes—sound $1.20 2

Has opening scenes of the Annapolis Campus and the Midshipmen marching. Gives all of the highlights and best plays of this memorable game. (Jr. High thru Adult)

ARMY-NAVY FOOTBALL GAME 1947 (AFS)

20 minutes—sound $1.20 2

Presents all of the most outstanding plays from the thrilling game. (Jr. High thru Adult)

ART AND LIFE IN ITALY (CORONET)

10 minutes—sound—color $3.60 6

In this exciting overview of 2,000 years, students will see the art of Italy as the result of the activities of the Italian people in the land in which they live. They will stand on the streets of Florence, walk past the "Gates of Paradise" by Ghiberti, go into the Arena chapel in Padua to see Giotto's frescoes and view other historic Italian monuments and works of art. (Jr. High through Adult)

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Unit Value

ARTERIES OF LIFE (Living Earth Series) (EBF)

10 minutes—sound—color $3.60 6

Points out the importance of water in providing topsoil with necessary moisture, and of forests in storing and regulating the flow of water over large areas. Clearly explains the water cycle and the water table, and describes nature's method of distributing life-giving water from forested areas, through the soil, into streams, and thence to drier areas miles away. (Jr. and Sr. High)

ARTERIES OF THE CITY (EBF)

10 minutes—sound $1.80 3

Clarifies elements which influence the development of a city's transportation facilities, including the distribution of residential and business sections; the daily flow of people; transportation planning; subway, suburban train, ferry, bus, and automobile traffic systems; and police regulation. (Elementary through Sr. High)

ARTIFICIAL RESPIRATION (Seminar)

6 minutes—sound $1.80 3

A demonstration of the new back-pressure arm lift method of artificial respiration which has been adopted by many national organizations teaching first aid. Each step and the reasons for it is illustrated on an unconscious individual. (Jr. High through Adult)

ART IN ACTION SERIES (EBF)

Color

6 minutes—sound—color $1.80 3

In this film, children will explore new wonders of color in nature, in pigments, in yarn, clay, wood, and other art materials. Avoiding formal color harmonies, the film stimulates interest in experimentation, encourages children to "put" colors together in your own way. Makes them say what you want them to say. (Primary and Elementary)

Form

6 minutes—sound—color $1.80 3

The character of an object is revealed through its form. Young viewers, identifying themselves with the children in the film will enjoy playing the "What Is It?" game with forms that have a name. Exploring the many different shapes to be found among everyday objects will create an awareness of the importance of form in the structure of art. (Primary and Elementary)

Line

6 minutes—sound—color $1.80 3

Variations in the qualities of lines may be found in nature—in lines on rocks, in lines on the back of a tiger, and in the trail lines made by a snail. Combining imaginative photography with animation, this film clarifies line movements and suggests to children the creative possibilities of materials such as thread, rope, and wire as well as paint, chalk, and crayon. (Primary and Elementary)

Texture

6 minutes—sound—color $1.80 3

The exploration of surfaces—hard, rough, soft, and smooth—provides a tangible approach to understanding textural qualities in art. Visual examples in the film will give youngsters a new appreciation of the textural effects which can be achieved with clay,

(Consult page 19 for Club Rental Plans.)

Unit Value

metals, paper, linoleum, and other art materials. (Primary and Elementary)

Light and Dark

6 minutes—sound—color $1.80 3

In this film, striking camera studies in light, shadow, and gradations of color illustrate the meaning of values in art. Children are encouraged to find out, by experimentation with light and dark objects, what value is, what it does, and how it makes them feel. (Primary and Elementary)

ARTS AND CRAFTS OF MEXICO (EBF)

10 minutes—sound $1.80 3

In the fascinating background of Old Mexico, native craftsmen are shown in their home workshops. Spinning sheep's wool, the weaving of serapes (sleeveless coat-like blankets) basket-making, glass blowing. and pottery-making, each are treated in detail. (Elementary through Sr. High)

A SURPRISE FOR JEAN (EBF)

7 minutes—sound—color $1.80 3

It is Jean's sixth birthday, and Mother has planned a big surpise. Jean and Frank are sent on an errand. While they are gone, Jean's little friends come to her house with birthday presents. Quickly they hide themselves, and when Jean and Frank return, the guests rush out and shout "Happy Birthday!" The presents are opened, and the children enjoy refreshments around a festive table. (Primary)

ATACAMA DESERT (OIAA)

20 minutes—sound $1.20 2

Life and industry in the hot, dry Atacama Desert of northern Chile. Here are found the rich nitrate deposits for which Chile is famous. Modern mining methods are shown, and there is also an interesting study of the life lived by the people of this region. (Elementary through Adult)

A TALKING VALENTINE (EBF)

6 minutes—sound—color $2.40 4

Mrs. Jones is the safety-patrol lady at the school corner. All the children like her. She is fun, for she always speaks in rhyme. Linda, Jerry, and Mother make a valentine box for school. While the children make valentines at school, they see a parakeet apparently a lost pet, outside the window. He flies in and entertains the children with a rhyme which reminds them of Mrs. Jones. This is Mrs. Jones' bird. She comes for him as the children write a valentine to her expressing their love for her and the bird. (Primary)

ATOM AND INDUSTRY (EBF)

11 minutes—sound—black and white $1.80 3

Reveals how radiosotopes are providing new techniques of measurement and quality control in a wide variety of industries. Indicates how radiation is becoming a symbol of new procedures in factories and laboratories and how workers are learning to handle radioactive materials safely. Examines the problem of "atomic energy for industry". (High School Physical Science and Adult)

(Consult page 19 for Club Rental Plans.)

Unit Value

ATOM AND MEDICINE (EBF)

12 minuts—sound—black and white $1.80 3

Demonstrates how, by taking radioiodine internally, one man's condition was diagnosed and cured. Describes the important role of radioisotopes in hospitals, clinics, and doctors' offices. Clarifies misconceptions about the handling, dosage, and alleged dangers of radioisotope diagnosis and therapy. Shows the respect with which radiation must be treated and reveals some of the instruments and devices used to handle it. (Jr. High through Adult) (Hygiene)

ATMOSPHERE AND ITS CIRCULATION (EBF)

11 minutes—sound $1.80 3

The first part of the film gives a detailed presentation of the structure; the chemical composition; the gaseous nature; the distribution of air, the weight of air, altitude and pressure and temperature. The second sequence shows the circulation of the atmosphere as it would appear on an idealized globe without mountains or oceans. The circulation is explained in terms of the pressure bands surrounding the earth. The actual circulation or wind movements as affected by the earth's rotation is described in detail for winds near the surface and for winds aloft. (Jr. High through College)

ATOMIC ALERT (EBF)

10 minutes—sound $1.80 3

Illustrates the basic methods by which each child can best protect himself and others from the effects of an atomic bomb explosion whether he is at home, at school, or on the street. (Primary and Elementary)

ATOM AND BIOLOGICAL SCIENCE (EBF)

12 minutes—sound—black and white $1.80 3

Describes some of the biological effects of high energy radiations on plants and animal cells. Explains how typical experiments are conducted and demonstrates some of the protective measures required to insure the safety of the experimenters. Points out some possible applications of nuclear radiation to problems of human health, emphasizing work already underway in the study of cancer. (High School) (Physical Science and Adult Education)

ATOM SMASHERS (EBF)

12 minutes—sound—black and white $1.80 3

Describes how scientists are developing machines and techniques for the production and use of nuclear radiation in many fields. Calls attention to the importance of accelerators—particularly the cyclotron—and their contribution to nuclear research. Illustrates how the products of "atom smashing" are identified, and demonstrates measures taken against the dangers inherent in this research. (High School Physical Science and Adult)

ATOMIC ENERGY (EBF)

10 minutes—sound $1.80 3

Animated drawings explain parts and structure, the mass-energy relationship, and three ways of releasing atomic energy; nuclear synthesis, natural, radio-activity, and nuclear fission. The distinction between atomic energy and chemical energy is graphically explained and exemplified. Actual scenes of atomic bomb explosion are included. (College and Adult)

(Consult page 19 for Club Rental Plans.)

Unit Value

ATOMIC POWER (MOT)

19 minutes—sound $1.80 3

The film takes you back to 1905 when Einstein proved on paper that matter can be converted into energy, and unfolds the story of atomic power. It not only gives the facts and figures but in each of the re-enacted scenes are the actual scientists who performed the original experiments: Lise Meitner, Enrico Fermi, Albert Einstein, and others of equal importance. Shows the men who fathered the revolutionary weapon now leading a vigorous campaign to impress upon the U. S. public its full meaning. (Sr. High through College)

ATOMIC RADIATION (EBF)

12 minutes—sound—black and white $1.80 3

Explains fundamentals of atomic radiation: the dramatic story of its discovery, what it is and does, and why it should be respected rather than feared. Describes how it has been possible to reproduce in the laboratory some of the forms of radiation found in nature. Explains the roles of alpha, beta, gamma, and neutron particles in radioisotope research. (High School Physical Science and Adult)

ATTITUDES AND HEALTH

10 minutes—sound $1.80 3

Mary Baker didn't make the basketball team. Alice was actually ill because she failed to get an expected promotion. The situation seemed hopeless until they learned that wrong attitudes prevent the individual from doing his best, and can even cause physical illness. How self-confidence and right attitudes are vital to good health is demonstrated here. (Jr. High through Adult)

AUSTRALIA (EBF)

10 minutes—sound $1.80 3

A comprehensive and authentic survey of the geographic, economic, and social factors characterizing Australia today. Contrasts urban and industrial concentration in East and Southeast with slower development in arid central and western areas. Describes Australia's principal exports and imports and reveals a modern and progressive society maintaining strong economic and social ties with the motherland, Great Britain. (Elementary, Junior and Senior High)

AUSTRALIA—Sheep Ranch Country (UWF)

20 minutes—sound $3.00 5

Demonstrates that pastoral industries (with sheep dominating) and wheat farming are well suited to semi-arid lands which are sparsely populated and isolated from markets. This principle is shown to apply to Australia, where economy is dependent upon foreign trade with sheep products, wheat and flour the most important exports. Because the country is so dependent upon trade many people live in a few large seaports. Some manufacturing is carried on, based on local raw materials and protected home markets. Presents the contrast between the mode of life of the industrial centers where the growing steel and textile industries are being developed. (Elementary through Adult)

AUTUMN ON THE FARM (EBF)

11 minutes—sound—color $3.60 6

In this charming color film, two farm children observe the changes

(Consult page 19 for Club Rental Plans.)

Unit Value

that take place in plant and animal life during autumn. Joan and Jerry become interested in such fall activities as apple and corn harvesting. grape picking, nut gathering, the hibernation of animals, and the migration of wild ducks. (Primary through Jr. High)

BABY ANIMALS (YA)

10 minutes—sound $1.80 3

A film dealing with animals and their young. Introduces and explains such concepts as degree and nature of parental care, resemblance to parents, general growth pattern, variation in ability to care for selves, and the fact some baby animals are hatched from eggs and others born from the body of the mother. (Primary and Elementary)

BASEBALL ROOKIE (MOT)

25 minutes—sound $1.20 2

Follows rookie outfielder Jim Lemon through the 1953 Spring training camp of the Cleveland Indians. The film depicts the various drills, batting and fielding practices, ending in an intrasquad game showing the various stars of the Indian roster.

BABY SITTER (YA)

15 minutes—sound $1.80 3

Discusses the mutual problems and responsibilities of the baby sitter and the parent who employs her, as well as the important skills and knowledge which the sitter should have. The film's story is built around the experiences of Mary Gibson, a teen-age girl, on her first visit to the Brown's home where she spends the evening with Baby (age one) and Sue (age four). Presents most of the important problems which any sitter, boy or girl or adult, would encounter in such a situation. (Jr. High through Adult)

BABY'S DAY AT TWELVE WEEKS (EBF)

10 minutes—sound $1.80 3

The infant is followed through his domestic day from the time of his waking at six o'clock in the morning until the final breast feeding at ten o'clock at night. His dressing, bathing, feeding, daytime naps, play, and general care are presented. An interpretation of the significance of his various reactions is offered. (Sr. High through Adult)

BACKFIRE (PrincetonFlmCtr)

15 minutes—sound $2.40 4

An economics teacher poses the question to his pupils and neighbors: Should men receive rewards in proportion to their investment in enterprise or was Karl Marx right in his theory of "from each according to his ability, to each according to his need?" The teacher illustrates the democratic way with an effective classroom demonstration. (Jr. High through Adult)

BETTER BASKETBALL (OSFS)

30 minutes—sound ..... per day $2.00

Demonstrates original rules and current rules—portrays good officiating procedure—continuing motion—time limits—responsibility during screens and dribbles—basket interference, etc.

BACKWARD CIVILIZATION (EBF)

21 minutes—sound $3.00 5

A survey of life among the Berber tribe in Northern Africa, an ex-

(Consult page 19 for Club Rental Plans.)

Unit Value

cellent example of the stagnation which accompanies isolation of peoples. Every significant aspect of the daily life of these peoples is shown, drawing effective contrast between the phenomena of an environment of scarcity through isolation and our modern environment of plenty through communication and interdependence. (Jr. High through College)

BACTERIA—FRIEND AND FOE (EBF)

11 minutes—sound—color $3.60 6

Bacteria are growing plants, but they are not green like the plants we ordinarily see. Some are responsible for helping produce flavor in foods, while others may spoil foods. Some help disintegrate dead plants and animals, others produce chemicals called antibiotics that help fight disease. Some bacteria are beneficial to man, some are harmful, and still others are harmless. Without bacteria, life as we know it would be impossible. (High School and Adult) (Bacteriology and Health and Hygiene)

BADMINTON FUNDAMENTALS (CORONET)

10 minutes—sound $1.80 3

Fundamental skills and rules of badminton are demonstrated in this film by both expert and novice players. Slow-motion sequences and animation are used to make more clear the techniques of this popular game. Scenes of fast, expert professional play provide motivation for further study. (Jr. High through Adult)

BALLAD OF THE WEST (EBF)

16 minutes—sound—black and white $2.40 4

Based on a series of western folk tunes and cowboy songs, this film tells the story of a cowboy's longing to have his own herd and brand and to be his own boss. Photographed against the background of Arizona's Wickenburg and Hot Springs, the story revolves around the popular ballad The Chisholm Trail. (All ages) (General Interest)

BALL HANDLING IN BASKETBALL (EBF)

10 minutes—sound $1.80 3

Wilbur Johns, Basketball Coach, U. C. L. A., shows the fundamentals of ball handling, stance, grip, "feel" of the ball, fingertip control, adjustment before shooting, catching the ball and how to meet passes. Presents game shots to illustrate all points, uses slow and stop motion as well as animation to illustrate point up action. (Jr. High through Adult)

BALL HANDLING IN FOOTBALL

10 minutes—sound $1.80 3

Andrew Kerr, Football Coach, Colgate Univerity, teaches fundamentals of ball handling; stance, grip, "feel" of the ball, fingertip control, adjustment before throwing or kicking, receiving passes from the center or from your own back, catching passes and punts, ways of carrying the ball and changing from one hand to another. Presents game shots, slow motion and stop motion techniques, and optical treatment with superimposed animation to illustrate principles. (Jr. High through Adult)

BASEBALL TODAY (OSFS)

25 minutes—sound ..... per day $2.00

Play situations demonstrating proper pitching procedure, rights and limitations of the catcher, basemen, fielders, batter, runner

(Consult page 19 for Club Rental Plans.)

Unit Value

and coaches. Correct rulings on balk, interference by catcher, batter, runner, fielder and infield flies. (Jr. High thru Adult)

BASIC COURT PROCEDURES (CORONET)

15 minutes—sound $1.80 3

Two high school students learn from a practicing lawyer the function of the courts and how our law operates. In the development of a "criminal case," many specialized legal terms are clearly defined and the audience sees the roles played by the various courtroom figures. The film teaches not only the function of the courts, but the place of the judicial system in a democracy. (Jr. High through Adult)

BASIC FIBERS IN CLOTH (CORONET)

10 minutes—sound $1.80 3

Through this film students can actually compare fibers and filaments under the movie microscope . . . for strength, length, absorptive power, elasticity, heat conductivity, cleanliness and washability. As we point out the relationship between these characteristics and each home use of cloth, every student judges basic cloth fibers. More intelligent buying of cloths will result from study of this film. (Jr. High through Adult)

BASKETBALL FOR GIRLS—GAME PLAY (CORONET)

10 minutes—sound $1.80 3

The finer points of this exciting and popular sport are demonstrated here. Individual player techniques in offense and defense are shown . . . pivoting, feinting, passing, screening, shooting, handling rebounds. This excellent film will heighten the interest and increase the skill of your students . . . will help make your physical education program a greater success. (Jr. High through Adult)

BASKETBALL TODAY (OSFS)

30 minutes—sound ..... per day $2.00

Demonstrations by skilled high school, university and Olympic champions. Plays analyzed in slow motion—interpretation on center jump action—free throw positions and violations. Throw-in after goal—substitution—ball out of bounds—personal fouls on player with and without the ball—rights and limitations during dribble, pivot and feint. (Jr. High through Adult)

BATHING TIME FOR BABY (J&J)

12 minutes—sound—color $1.20 2

An animated film, produced by Walt Disney, Studios showing step-by-step procedure for the table-tub bath for the infant. (Jr. High through Adult)

BATTING (CORONET)

10 minutes—sound—b&w $1.80 3
10 minutes—sound—color $3.60 6

This film covers, in slow motion shots, the important techniques of baseball-batting from the selection of the bat, stance, grip, and follow-through strike. (Jr. High through Adult)

BEACH AND SEA ANIMALS (EBF)

10 minutes—sound $1.80 3

A survey of typical beach and sea animals, their habitats and activities, shown in their respective environment by underwater

(Consult page 19 for Club Rental Plans.)

Unit Value

closeups. Special consideration is given to their methods of self-protection and inter-relationships. (Elementary through College)

BEAR AND ITS RELATIVES (CORONET)

16 minutes—sound $2.40 4

Clear and interesting shots of the raccoon, the panda, kodiak bear, polar bear, the grizzly and the American black bear. Close-ups are given of teeth, hoofs, and ways of eating. (Primary and Elementary)

BEAVER (EBF)

10 minutes—sound—color $3.60 6

Highlights activities of the beaver in its natural environment. Illustrates ways in which the beaver's teeth, feet, and tail help him in swimming, eating, felling trees, and repairing a broken dam. Reveals the unique construction of a beaver house, and stresses the importance of the animals as an agent of conservation and as a valuable fur bearer. (Elementary and Jr. High)

BEETLES (EBF)

10 minutes—sound $1.80 3

Studies of the egg, larva, pupa, and adult stages of the Tiger, Japanese and Ladybird beetles in their various habitats. Spread of the Japanese beetle is traced together with experimental methods for its control. (Jr. High through College)

BEGINNING RESPONSIBILITY—Taking Care of Things (CORONET)

10 minutes—sound $1.80 3

As a persuasive means of interesting children in the importance of taking care of their belongings, this film answers a need long expressed by parents and teachers. It explains how and why children should care for things at school and at home. Importance is placed on having definite places to keep things, of putting articles back where they belong, of cleaning up after play time and storing and handling things properly to prevent accidents or damage. In using this film, many basic needs and desires of the child are answered . . . making it of double value as instructional material. (Primary)

BEGINNINGS OF HISTORY (IFB)

42 minutes—sound $4.80 8

The pre-history of Great Britain, form the ice age to the coming of the Romans. Shows how the area was originally part of the mainland, but after the ice retreated, it became an island. The paleolithic and neolithic cultures, with tools of stone and bone, were followed by the bronze age. Successive waves of invaders and settlers swept over the island, culminating in the Celts. A reconstructed Celtic farm shows how the people lived at the time of the Roman invasion. (Jr. High through College)

BEGINNING TO DATE

12 minutes—sound—black and white $1.80 3

Dramatizes one of the most important periods in the lives of young teen-agers, with effective illustrations of right and wrong approaches to dating. Offers special help to the timid student, whose shyness creates a barrier to dating—and demonstrates basic rules for conduct on a date. Points out that these rules are based on consideration for others. (Jr. High) (Personal Guidance)

(Consult page 19 for Club Rental Plans.)

Unit Value

BEHAVIOR DAY AT FORTY-EIGHT WEEKS (EBF)

10 minutes—sound $1.80 3

Wholesome methods of child care are portrayed in numerous situations, including the administration of cod liver oil and orange juice, the bath, dressing, feeding, elimination, floor play and daytime naps and sleep. Emphasis is placed upon the psychological implications and the educational significance of the infant's everyday experiences. (Jr. High through Adult)

BEHAVIOR PATTERNS AT ONE YEAR (EBF)

10 minutes—sound $1.80 3

Portrays the behavior patterns of a normal infant fifty-two weeks of age. The baby's manipulation and other reactions to one, two, three and ten cubes are interpreted and discussed by the narrator. Continues with the study of other test situation involving a cup and spoon, cup and cubes, pellet, pellet and bottle, ball, ring and string, paper and crayon, a performance box and a form board. (Sr. High through Adult)

BEHIND THE SHADOWS (TB)

10 minutes—sound $1.20 2

A doctor explains to a group of high school boys and girls what tuberculosis is. X-rays and animated diagrams illustrate his story. (Jr. High through Adult)

BEHIND THE WHEEL (GM)

30 minutes—sound $1.20 2

Explains the many rules and regulations which must be observed and understood before expert driving ability can be achieved. (Jr. High through Adult)

BELO HORIZONTE (OIAA)

18 minutes—sound $1.20 2

The story of Brazil's "planned city with a plan." Belo Horizonte, a city of over 200,000 inhabitants, is unique in that less than 50 years ago, before a single house or street was built, complete plans for its building were drawn up. Now it is one of the most progressive and modern cities in the world and is located in a section rich in mineral resources. (Elementary through Adult)

BENEATH OUR FEET (TFC) **(See regulations—last page)**

9 minutes—sound $1.80 3

Glimpses of the insect world which exists in the grass show an ant drinking a dew drop, rival male crickets fighting, a cricket singing by moving its legs, a sand cricket struggling with a trapdoor spider, and aphids being eaten by ladybird larvae. (Jr. High through College)

BENEFITS OF LOOKING AHEAD (CORONET)

10 minutes—sound $1.80 3

A sound understanding of the importance of thinking seriously about the future and doing something about it is developed by this production. By encouraging students to look ahead to the kind of life they will want, the film helps them to think constructively about immediate problems and work toward achieving that life. It explains that planning needs a long-range view divided into shorter range objectives. Even though plans may change, they are still important and necessary to reaching tomorrow's goals. Church

(Consult page 19 for Club Rental Plans.)

Unit Value

groups as well as school guidance classes will find a great amount of valuable material in this film. (Jr. High through Adult)

BIRDS ARE INTERESTING (EBF)

10 minutes—sound—color $3.60 6

Colorfully presents some of the basic biological concepts concerning birds. Provides a systematic analysis of birds by classifying them under three categories—swimming and wading bird of prey, and perching bird. Contrasts such features as bills, feet, and wings to characterize each type. Birds depicted, in dramatic color photography, include hawks, owls, ducks, pelicans, canaries, and domestic chickens. (Elementary)

BIRDS IN WINTER (CORONET)

10 minutes—sound $1.80 3

Winter days are fine ones for students to get acquainted with such birds as the chicadee, nuthatch, woodpecker, junco, cardinal, English sparrow, starling and even the robin. This film shows how to use a feeding station to attract these birds and how to recognize them when they appear. Pupils will see the seasonal aspect of bird life; the interdependence of living things and the food-getting adaptations of birds in winter. (Primary through Adult)

BIRDS OF PREY (EBF)

11 minutes—sound $1.80 3

Several common species belonging to the group of birds of prey are presented in this film. Among them are the turkey vulture, black vulture, marsh hawk, red-tailed hawk, rough-legged hawk, bald eagle, sparrow hawk, and the owl family. These birds are shown in their natural habitats, and pursuing their characteristic activities. Typical calls and sounds are presented as the occasion demands. (Elementary through College)

BIRDS OF THE DOORYARD (CORONET)

10 minutes—sound—color $3.00 5

This film gives us revealing glimpses of six birds frequently seen, but seldom portrayed. It begins with the Robin, and then shows the White-throated Sparrow, the brilliant Bronzed Crackle, the House Wren, the Yellow Warbler, and the Purple Martin. (Primary through College)

BIRDS OF THE WOODLANDS (CORONET)

10 minutes—sound—color $3.00 5

Some of the most fascinating birds are those of the woodlands. Here is the flicker, living in his home drilled in the trunk of a tree; the redstart cobwebbing her nest—the purple finch perching his penthouse in a forty foot pine while the overbird conservatively builds on the ground. The film shows, too, the black-billed cuckoo, long-tailed, appealing awkward bird of questionable reputation. (Primary through Adult)

BIRTH OF THE SOIL (Living Earth Series) (EBF)

10 minutes—sound—color $3.60 6

Reveals how man's very survival depends upon a few inches of topsoil which only nature can manufacture—over a period of many centuries. Explains, with scientific accuracy, the remarkable process by which life-giving topsoil is produced from the basic raw materials of rock, water, air, and sunlight. Contrasts the productive capacity of topsoil with that of subsoil. (Jr. and Sr. High)

(Consult page 19 for Club Rental Plans.)

Unit Value

BILLY AND NANNY

10 minutes—sound $1.80 3

Two kids are followed from birth until they are about two months old in play and in mischief. The interesting life of goats and kids; care and feeding, and milking are explained. Old Billy goat has been taught to pull a wagon, and Johnny drives Billy to deliver milk in the village. (Primary through Jr. High)

BETTER FOOTBALL

30 minutes—sound—black and white ..... $2.00 day

Play situations illustrating football rules. Scenes are frozen, suspending action permitting audience to follow official's decision. Suitable for coaches and officials, school assemblies, football study groups, service clubs and athletic banquets. (Jr. High through Adult)

BETTER READING (EBF)

13 minutes—sound—black and write $1.80 3

Reveals the problems confronting the slow reader and suggests ways in which these problems can be met and solved. Tells the story of an intelligent high school boy whose work suffers from his slow reading habits. Portrays the methods used by a reading clinic in helping him to increase his reading speed and understanding, and to enlarge his vocabulary. (High School) (Remedial Reading Classes—Teacher Training)

BETTER TOMORROW (UWF)

24 minutes—sound $1.20 2

Focuses upon the importance of education in a democracy and shows the activities of children and youth in the New York City Public Schools, emphasizing the facilities and opportunities open to everyone. Education is the key to "a better tomorrow." (Jr. High through Adult)

BETTER USE OF LEISURE TIME (CORONET)

10 minutes—sound $1.80 3

There are many leisure time activities both interesting and educational that are open to young people. This film serves as a helpful guide in developing a constructive attitude about leisure time. It shows how time can be used constructively through a self-planned program of leisure time activities. (Jr. and Sr. High)

BLACK BEAR TWINS (EBF)

11 minutes—sound $1.80 3

This film portrays the experiences of a family of campers in observing a pair of small. hungry, and mischievous twin bears. The bears play with a blanket and ball; raid a wild-bee hive; nurse their stings in a mud puddle; then go for a swim in an adjoining lake. (Elementary through Jr. High)

BLACK MARKETING (OWI)

11 minutes—sound $1.20 2

Dramatizes an object lesson which pleads for public cooperation with the OPA and local law-enforcement officials to prevent violation of ceiling prices and rationing laws in black marketing. (Jr. High through Adult)

(Consult page 19 for Club Rental Plans.)

Unit Value

BLOCK THAT TERMITE (USDA)

20 minutes—sound $1.20 2

This film gives the complete story of the termite, showing how it plays havoc with buildings and methods of prevention. (Jr. High through Adult)

BLOCKING IN FOOTBALL (EBF)

10 minutes—sound $1.80 3

Andrew Kerr, Football Coach, Colgate University, teaches fundamentals of good blocking; position, speed, drive and follow-through, timing, and body control. Describes the two basic kinds—shoulder and body blocks—and demonstrates half a dozen variations of these. Emphasizes the importance of practice, experience, and good physical condition, using game shots, slow motion, stop motion, and animation techniques. (Jr. High through Adult)

BOATS (EBF)

11 minutes—sound $1.80 3

On taking a boat trip from Albany, down the Hudson River to New York, Nancy and Roger have many exciting adventures. Between seeing the sights along the shore, inspecting the different parts of their boat, and observing the different types of boats which ply the river, their time is fully occupied. A landing at a river town, the approach to New York City and the many wonders of its harbor are climaxed by seeing a great ocean liner, assisted from its dock by tugboats to begin its journey across the Atlantic. (Primary through Jr. High)

BOB MARSHALL COMES HOME (USDA)

17 minutes—sound $1.20 2

Through the story of a returning veteran who wants to expand his farming production through modern methods, the story of the development and growth of REA cooperatives is told. (College and Adult)

BODY DEFENSE AGAINST DISEASE (EBF)

10 minutes—sound $1.80 3

Provides an exposition of the three lines of defense against disease: the skin, phagocyte cells and lymphatics, and the circulatory system, including the liver and the spleen. Closeups reveal the ciliary action of the mucous membrane. Normal, infected and ruptured appendices are depicted. Magnified views show the reaction of serums containing antibodies of typhoid and cholera bacteria. (Jr. High through College)

BOOKKEEPING AND YOU (CORONET)

10 minutes—sound $1.80 3

A high school bookkeeping class demonstrates why students study bookkeeping, life of bookkeeping in single proprietorship, keeping permanent records, business papers such as invoices, checks, statements, record keeping for social organizations, and family records, bookkeeping in business, home, government and community life. (Jr. High through Adult)

BOONE, DANIEL (EBF)

20 minutes—sound $2.40 4

Relives important episodes in the life of America's best-known wilderness scout, Daniel Boone, revealing the personality traits and experiences which made him outstanding in his field. Por-

(Consult page 19 for Club Rental Plans.)

Unit Value

trays Boone's youth in Pennsylvania and North Carolina, where he learned the ways of the wilderness. Traces his activity in the French and Indian Wars, his pioneering adventures in exploring and settling Kentucky, his activity in the Revolutionary War and his final settlement in Missouri, where his reputation as a pioneer and scout became firmly established. (Jr. High through Adult)

BORN IN THE WHITE HOUSE (National Foundation Infantile Paralysis)

26 minutes—sound—black and white $1.20 2

Traces the progress of medical science in the conquest of disease, with particular emphasis on recent gains in polio research and treatment. (All Ages)

BOSS COMES TO DINNER (ASTOR)

10 minutes—sound $1.20 2

A young couple demonstrates how to entertain "the Boss" and his wife. Based on Emily Post. (Adult)

BOUNTEOUS EARTH (OIAA)

9 minutes—sound $1.20 2

Deals with agricultural celebration in Mexico. Farmers bring their animals to Church to be blessed; the spring fertility rites at Tlacotalpan; the harvest festival at Tehuantepec. A thankful people show their gratitude for a bountiful harvest. (Jr. High hrough Adult)

BRASS CHOIR (EBF)

10 minutes—sound $1.80 3

The timbers of various brass instruments are demonstrated—the brillance of the trumpets, the mellow romantic quality of the horns, the rich power of the trombones and the massive depths of the tuba. Unique camera angles show inimate details of playing techniques. Opens with a portion of Beethoven's "Fifth Symphony" and closes with the finale from Wagner's "Tannhauser" Overture. (Elementary through Adult)

BRAZIL (EBF)

11 minutes—sound $1.80 3

Provides a geographical orientation to Brazil's vast extent, its regional contrasts, and its coast cities, before concentration on the coffee-growing area. A land owner, an agent, and a family of pickers are seen in their relationships to a large coffee plantation, with its varied crops, its mixture of immigrant peoples, its educational and religious activities. Brazil is revealed as a predominantly Portuguese country. (Elementary through College)

BRAZIL—Tropical Lowland (UWF)

20 minutes—sound $3.00 5

In this film, we study life in a large, hot humid lowland dominated by forests; although this area is rich in tropical products, it is sparsely populated. We see native families in their river front jungle homes, engaging in primitive subsistence farming, and gathering forest products, such as wood and nuts. The only connection with the outside world is the Amazon River, down which the natives make trips to small trading posts where river steamers collect their jungle products for transport to the port of Manaos, from whence they are shipped to all parts of the world. (Elementary through Adult)

(Consult page 19 for Club Rental Plans.)

Unit Value

BRAZIL GETS THE NEWS (OIAA)

10 minutes—sound $1.20 2

Living proof that South America is modern and enterprising. Taken in a Sao Paulo newspaper plant, the film describes the complete publication of a newspaper from the original dispatch to the time when the paper is on the streets. (Jr. High through Adult)

BRAZIL'S FISHING SCHOOL (OIAA)

18 minutes—sound $1.20 2

The story of the favorite project of President Vargas, the Marambia Fishing School, located fifty miles south of Rio de Janeiro and facing on the bay of Ilha Grande. This unique project trains Brazilian boys in all the arts of fishing, handling and building small boats, making and repairing nets, and catching all sorts of fish from sardines to sharks. (Elementary through Adult)

BRAZILIAN QUARTZ (OIAA)

10 minutes—sound $1.20 2

An interesting pictorial report of the mining of quartz in Brazil and the part that this great Brazilian resource is playing in winning the war. (Elementary through Adult)

BREAD (EBF)

11 minutes—sound $1.80 3

Gives the story of bread from the wheat farm to the table. Sequences portray the use of flour in the home; the harvesting of wheat; flour milling; and the making of bread in a modern bakery. (Primary thruogh Jr. High)

BRIDGE, THE (OIAA)

32 minutes—sound $1.20 2

The emphasis of this documentary film is on the transportation problem in South America. Shows how air travel will probably play a bigger part than anything else in modernizing the remote, inaccessible regions of Latin America. (Elementary through Adults)

BRITAIN AND HER EMPIRE (MOT)

17 minutes—sound $1.80 3

Here is a pictorial exposition of the relationship of England to her two score colonies, protectorates, and mandates—and the outstanding characteristics of the free and self-governing dominions. In an analysis of the British people, her current problems in housing, health and social security are covered. (Jr. High through Adult)

BROADER CONCEPT OF METHOD, Part I (McGRAW-HILL)

13 minutes—sound $2.40 4

Presents a frank picture of the conventional teacher-dominated lesson hearing type of recitation and shows typical effects of this method upon student attitudes, responses and learning. The film then shows alternative techniques to achieve broader educational objectives. A comparison is drawn between the formal recitation and the informal, group discussion types of class sessions in which students are permitted, under unobtrusive teacher guidance to share in the planning of their work and are thereby stimulated towards worthwhile and meaningful learning experiences. (College and Adult)

(Consult page 19 for Club Rental Plans.)

Unit Value

BROADER CONCEPT OF METHOD, Part II (McGraw-Hill)

19 minutes—sound $2.40 4

Students are shown learning to work together, to organize themselves into functional groups, to make and carry out plans for investigation, and to present their findings and recommendations in a group report. In these activities some difficulties are encountered which the teacher helps them overcome by tact and guidance. (College and Adult)

BRONCO BUSTERS (National Film Board of Canada)

10 minutes—sound—color $1.20 2

Over the rolling hills of Alberta, the colts and wild horses run free as the wind—until round-up time, and the Calgary stampede. With a background of western music and song, the film shows the grace and speed of the unbroken herds of the foothills, the dust and clamour of the corral, and the event that's bigger than Christmas for today's rancher and cowboy—the Stampede at Calgary. There with the bleachers crammed and a thrill—and spill—a minute, we see all the excitement of roping, bronco-busting, and bulldogging a steer, with the chuck wagon race as a rousing climax. (All Ages)

BROTHERHOOD OF MAN (BRANDON)

10 minutes—sound—color $3.60 6

In gay colors with brilliant new animation, writing and music technique it tells the important story all men and women of good will have dreamed of putting into popular and intelligent form. All age levels will understand this timely film. (Elementary through Adult)

BRUSH TECHNIQUES (EBF)

10 minutes—sound—color $3.60 6

A color film photographed as if through the eyes of the artist, Eliot O'Hara, one of the most successful teachers of the use of the watercolor medium. All important steps in direct watercolor painting are portrayed to demonstrate the selection and arrangement of masses drawn from a scene in nature to effect a pleasing composition. (Jr. High through Adult)

BUENOS AIRES AND MONTEVIDEO (OIAA)

10 minutes—sound $1.20 2

A study of Buenos Aires with its large buildings, its modern apartments, its department stores, and its modern way of life. From there the cameras move to Montevideo, the capital of Uruguay, with its beautiful homes and wide, white beaches. (Elementary through Adult)

BUILD YOUR VOCABULARY (CORONET)

10 minutes—sound $1.80 3

Mr. Smith, unable to express himself effectively, takes steps to improve his vocabulary. He starts a vocabulary notebook, fixes new words in mind by immediate use, makes a conscious effort to determine meanings through context and to be alert for words with the right meaning. He uses his newly acquired vocabulary with success. (Junior High through Adult)

BUILDERS, THE (EBF)

20 minutes—sound $1.80 3

The construction of a skyscraper, showing the work of drafts-

(Consult page 19 for Club Rental Plans.)

Unit Value

men, wreckers, excavators, steel workers, and the laying of concrete floors, bricklaying and marble work. Plumbers at their job, terra cotta and tile setters, plasterers, roofers, painters and the men who install elevators are also shown. (Jr. and Sr. High)

BUILDING A HIGHWAY (EBF)

10 minutes—sound $1.80 3

Skillfully demonstrates major steps in the construction of a modern, two-lane highway. Illustrates such processes as clearing, cutting, scraping, and leveling the roadbed; assembling materials; mixing and dumping the concrete; and smoothing and finishing the surface. Finally reveals the completed highway open to traffic. Emphasizes the necssary skills involved in providing well-built, safe highways for automotive traffic. (Primary and Elementary)

BUILDING A TANK (OWI)

20 minutes—sound $1.20 2

The speed-up of the tank production program, including technical details regarding construction and processes involved in the manufacture of the M-3 medium tank. (Jr. High through Adult)

BUILDING AMERICA'S HOUSES (EBF)

11 minutes—sound $1.80 3

Animated drawings and live-action photography are used to analyze important reasons for high building costs, and to examine ways in which these costs can be reduced. A final sequence shows how the economics of mass-production can be applied to housing costs by means of prefabrication, site fabrication and power tools. (Jr. High through Adult)

BUILDING AN OUTLINE (CORONET)

10 minutes—sound $1.80 3

Values of outlining and the basic principles involved in this important educational skill are presented in this motion picture. Students will learn how to find main headings, how to word or phrase an outline and what the mechanics of outlining are. Teachers of all subjects will find this film an effective aid in helping students plan and organize reports and papers. (Elementary through Sr. High)

BUILDING THE PANAMA CANAL (KB)

11 minutes—sound $1.80 3

Historic scenes of the actual building of the canal. Shows the uniting of the Pacific and Atlantic Oceans and how the locks operate. Concludes with a trip through the canal. (Elementary and Jr. High)

BULLY (YA)

10 minutes—sound $1.80 3

Deals with the problem of the individual who is too agressive in his relations with others of his group. The situation dramatized concerns Chick, a young boy in his early teens, large for his age, and decidedly agressive in his relationships with others. Chick is the leader of a small gang of boys, most of whom are smaller in size. The boys and girls involved are junior high school students. (Elementary and Jr. High)

(Consult page 19 for Club Rental Plans.)

Unit Value

BUS DRIVER, THE (EBF)

11 minutes—sound $1.80 3

A dramatized account of an eventful cross-country bus trip made by a small boy. Shows how a bus driver meets driving hazards, serves his passengers, and keeps his bus in operating condition. (Jr. High)

BUTTERFLIES (EBF)

10 minutes—sound $1.80 3

The complete life history of the cabbage butterfly and the swallowtail butterfly with their different characteristics and habits, including their role in nature, that of aiding in the cross-fertilization of flowers. Time-lapse photography is employed to show in a few seconds processes which require an hour or more. The destructiveness of the cabbage butterfly, as well as its unusual control by a natural enemy, is dramatically depicted. (Elementary through College)

BYWAYS OF FRANCE (TFC) (See regulations—last page)

9 minutes—sound $1.80 3

A crosscut of peasant life in Brittany and Normandy set in the peaceful tempo of the countryside is portrayed here. A superior film, unique in its inclusion of folk music and singing in the completeness of its portrayal of rural life, and in the excellence of its photography. (Elementary through Sr. High)

CALHOUN, JOHN (EBF)

20 minutes—sound $2.40 4

Highlights important episodes in the career of John C. Calhoun, honored statesman and ardent advocate of states' rights. Depicts events of his early political career, his part in the War of 1812, and the difficulties he encountered as vice-president. Dramatizes developments which compelled him to change from a nationalist to a leader of Southern sectionalism. (Jr. High through Adult)

CALIFORNIA AND ITS NATURAL RESOURCES (BM)

40 minutes—sound—color $1.20 2

Presents the resources, products and industries of the state, contrasting the present development with the barrenness and wasteland of California's early history. Shows the transformation of desert wastes into productive fields by means of irrigation, rugged mountains into mineral mining and milling activities, and cliff scarred coastlines into petroleum production facilities. (Jr. High through Adult)

CAPTAIN JOHN SMITH (EBF)

20 minutes—sound $2.40 4

Dramatizes the struggles of the first permanent English colony in the New World.

CANADA—Home of the French Canadians (UWF)

20 minutes—sound $3.00 5

Where the climate makes it possible, low fertile land along rivers makes good farm land. When settled by people with common language, religion, and other ethnic ties, river lowlands tend to maintain their cultural homogeneity for long periods of time. In Papa Paradis and his family, who live in the village of St. Pierre, and are the central characters in the story, the picture demonstrates how these principles operate in French Canada. The

(Consult page 19 for Club Rental Plans.)

Unit Value

lower St. Lawrence River is wide and navigable, with fertile land on both sides. Farm life reflects the influence of French culture. The cool, moist climate is good for dairying and nearby cities such as Quebec and Montreal help make this occupation profitable. (Elementary through Adult)

CANADA'S NEW FARMLANDS (UWF)

20 minutes—sound $3.00 5

The principles which govern the development of new frontiers are clearly set forth in this picture. We observe Roy and Einar Grimsrud, two young Norwegians, who fought in the Canadian Army, begin the development of their new lands. Clearing the land, planting the crops and taking part in the life of the new community, these young men are typical of the people who push the boundaries of our civilization ever outward to new frontiers. Contrasted to the life of the Grimsrud boys the film presents the more settled life in the growing town and on the farm of Mr. and Mrs. Watson, two of the earlier settlers. (Elementary through Adult)

CANADIAN CRUISE (NFB)

14 minutes—sound—color $1.20 2

Canada's waterways offer rewards and excitements unknown to the highway traveller. Bound from Rochester to Montreal on the Armstrong's 40-footer, we head across Lake Ontario for Kingston and the Rideau Canal System. Now there is need for a ready camera and a supple rod. At Rideau Ferry the Regatta is in full sail. In Ottawa, Canada's capital, we tie-up within sight of Parliament Hill. Maxvile lures us ashore for the excitement of the Scottish games. (Elementary through Adult)

CANALS OF ENGLAND (EBF)

20 minutes—sound $3.00 5

Origin, development, and present status of canal boat traffic in England. A voyage on one of the boats through Grand Union Canal. (Jr. and Sr. High)

CANCER (EBF)

12 minutes—sound—black and white $1.80 3

A timely and vital film explaining the basic facts that everyone should know about cancer, second only to heart disease as a cause of death in the United States. Describes the nature of cancer, the widespread necessity for constant vigilance in the detection and subsequent treatment of cancer.

CANDLE MAKING (BARR)

10 minutes—sound $1.80 3

A pioneer family is seen making "tallow dips." Father starts the fire with his fire bow; Donald brings wood, water and tallows; Elaine helps her mother twist the candle wicks on the "candle rods" and helps with the dipping. Father trims the candles and Donald packs them in the candle box. With the work finished the family gathers around the evening fire and father reads by candlelight. (Elementary and Jr. High)

CANOE COUNTRY (NFB)

13 minutes—sound—color $1.20 2

A Cincinnati family vacation in Canada's northern country with an 18-foot canoe. Where the "Voyageurs" once followed the fur

(Consult page 19 for Club Rental Plans.)

Unit Value

trade, these modern holiday-makers off the beaten track, share the healthy stimulus of the out-doors. They see shy deer, a surprised bear breaks from a clearing, and from the white water of the stream, a great northern pike smashes the bait. (Elementary through Adult)

CANYON COUNTRY (FORD)

14 minutes—sound—color $1.20 2

Photographs of the scenic beauty of the Grand Canyon of the Colorado River, and the surrounding countryside. (Elementary through Adult)

CAPITALISM (CORONET)

10 minutes—sound $1.80 3

The camera introduces to your students some important aspects of the capitalistic system—private property, profit, competition, freedom of contract and free enterprise. Through the story of a high school radio forum, students will also have an opportunity to listen to the conflicting opinions of several people, each of whom tries to tell what our system means to them. (Sr. High through Adult)

CARBON AND ITS COMPOUNDS (CORONET)

10 minutes—sound $1.80 3

A diamond . . . a pencil . . . and a chunk of charcoal. Beginning with these familiar objects, this film explains carbon's simple compounds and introduces hydrocarbon and the more complex chain and ring compounds. It teaches appreciation and understanding of the many forms and uses of carbon and its tremendous importance in our domestic and industrial worlds. (Sr. High through Adult)

CARBON FOURTEEN (EBF)

12 minutes—sound—black and white $1.80 3

Explains the use of radiocarbon (carbon 14) as a means of determining the age of ancient objects. Defines "half-life" in clear, lucid terms. Ilustrates the role of carbon 14 in tracing the vital processes of growth in living things. Shows how carbon 14 is permitting an approach to a solution of the riddle of phosynthesis, and how it has an important bearing on observational methods in life sciences. (High School and Adult) (Physical Science)

CARE OF ART MATERIALS (YA)

11 minutes—sound $1.80 3

An all-animation film made especially for young children, and designed to promote greater interest and care in the handling of art materials. Discusses care and use of such common tools as brushes, paints, chalks and crayons, scissors, paste and glue, and clay. (Primary)

CARE OF HAIR AND NAILS (EBF)

A fairy tale character uses magic to help youngsters learn good habits. She shows them how to clean and manicure fingernails, how to trim toe-nails, and how to shampoo and brush the hair. She lets them see some common diseases of the hair. Animated drawings show the structure of hair and nails and explain why their care is important. (Primary and Elementary)

(Consult page 19 for Club Rental Plans.)

Unit Value

CARE OF PETS (EBF)

11 minutes—sound $1.80 3
Natural scenes of pets and instruction on how children can take care of them. (Primary through Jr. High)

CAFE OF THE FEET (EBF)

10 minutes—sound $1.80 3
Explains clearly the functions of the feet and the distribution of the weight of the body with the relation of this weight to the force of gravity affecting the feet while the body is standing at rest or in motion. With the aid of diagrams and x-ray it shows vividly the results of foot abuse, gives remedies for correcting foot ailments, and explains the proper care of the feet. (Elementary through Adult)

CARE OF THE SKIN (EBF)

10 minutes—sound $1.80 3
Demonstrates the good habits of skin hygiene which every child should form. Portrays three attractive children as they prepare for bed, showing the proper way to wash hands and face, and to bathe. Common skin ailments are illustrated. Animated drawings describe the structure of the skin and explain why soap is necessary for cleanliness. (Primary and Elementary)

CAREER: MEDICAL TECHNOLOGIST (C-W)

24 minutes—sound—color $1.20 2
Story of four high school students and their planning for careers in medical technology. Shows the proper preparation in College and the kinds of work that a medical technologist does. Also points out the various fields in which one may work when the training period is finished. (Sr. High through College)

CARVER, GEORGE WASHINGTON (TFC)—(See regulations—last page)

10 minutes—sound $1.80 3
How a Negro slave boy received an education, became a scientist, and worked to the benefit of the Southern farmer. (Jr. High through College)

CATALYSIS (EBF)

10 minutes—sound $1.80 3
Explains concentration by absorption, activation by absorption, intermediate compounds in a homogenous mixture, chain reactions, breaking of reaction chains, poisoning of catalysts, and negative catalysts or inhibitors. (Jr. High through College)

CATCHING FUNDAMENTALS (CORONET)

10 minutes—sound $1.80 3
Since the position of catcher is the most difficult baseball position to master, attention should be given to developing fundamentals carefully. Here, the three basics of good catching are demonstrated: (1) Catching itself, including signals, stance and catching the pitch (2) Throwing to the pitcher and the baseman (3) Skill and strategy during game play. (Jr. High through Adult)

CATTLEMEN, THE (EBF)

10 minutes—sound $1.80 3
Depicts in full detail life on a cattle ranch and the activities of the family and its hired help. (Primary through Sr. High)

(Consult page 19 for Club Rental Plans.)

Unit Value

CAUSES AND IMMEDIATE EFFECTS OF THE FIRST WORLD WAR (INT. GO.)

23 minutes—sound $2.40 4

Animated maps, scenes from newsreels of the period, and commentary combine in this film to explain the major causes and the immediate effects of the 1914-18 First World War. A general outline of casual factors beginning with the year 1879 are cited. Then the course of the War is traced through the Armistice. After the Armistice animated maps show in detail the well-known terms the Treaty of Versailles. We see Congress reject the Treaty and the League of Nations and the minority problems in Europe after the Treaty was put into effect. (Jr. High through Adult)

CELL—STRUCTURAL UNIT OF LIFE (CORONET

10 minutes—sound—color $3.60 6

Here, through amazing photomicrography, the living, simple cell is authentically presented. Students actually see the moving, living protoplasm in a leaf cell . . . see amoeba taking food, growing, dividing . . . become familiar with the functional differences in cell structure. This vivid film teaches the basic relationship of our own living bodies to other living organisms in the world. (Elementary through Adult)

CENTRAL AMERICA (EBF)

10 minutes—sound $1.80 3

Presents authentic documentary material concerning the geography and climate of Central America and the story of its peoples and their present-day activities. Photographic sequences depict the types of people and economic activities of the region, including agriculture, manufacturing, commerce, and transportation. An important film for developing acquaintance with Latin America. (Elementary through Adult)

CHALLENGE TO DEMOCRACY (OWI)

17 minutes—sound $1.20 2

This film tells the story of 110,000 displaced people and how the U. S. Government is handling the problem. The subjects are people by Japanese descent who were evacuated from the Pacific coast by the Army in 1942 and subsequently transferred to barrack cities. (Sr. High through Adult)

CHAMPIONSHIP TENNIS—1947 (AFS)

11 minutes—sound $1.80 3

United States Lawn Tennis Association championships at Forest Hills, Long Island, featuring Jack Kramer, Frank Parker, John Bromwich, Louise Brough, Margaret Osbourne and Dorothy Hart. Slow motion shows the techniques of each of these tennis stars. (Jr. High through Adult)

CHANCE TO LOSE (CC)

10 minutes—sound $1.20 2

Fully stocked gasoline tanks and production of new cars are luring motorists to the open road in prewar numbers. People are driving farther and faster. Many old cars are in poor mechanical condition. These facts obviously create a hazard that puts emphasis on safer, saner driving at the present time. This dramatic picture sells "safe driving" in a thrilling way. Valuable tips on

(Consult page 19 for Club Rental Plans.)

Unit Value

safe driving are demonstrated. Approved by National Safety Council. (Jr. High through Adult)

CHEATING (YA)

10 minutes—sound $1.80 3

Deals with the problems of the individual who unfairly seeks the help of others in the performance of his school assignments. The situation dramatized concerns John Taylor, a junior High School member of the student council, who gradually comes to place more and more dependence on Mary Mathews, his classmate, for assistance in completing his school assignments. The climax of the situation occurs when John is caught receiving help during an examination. (Elementary and Jr. High)

CHEMISTRY AND A CHANGING WORLD (EBF)

10 minutes—sound $1.80 3

Directs attention to the significant role which chemistry plays in our modern world. Traces the steps leading up to the production of electric furnace phosphorus. Portrayals of the work of research chemists and chemical engineers from the inception of the idea to the multiple uses of the completed product provide vocational information. (Jr. High through College)

CHILDREN OF CHINA (EBF)

11 minutes—sound $1.80 3

Reproduces episodes from the home, school and play life of children in a representative village deep in the interior of China. Different types of family relationships are observed. School training in loyalty to parents, together with home and community customs reflect the influence of Chinese tradition on contemporary life. Recreational activities are shown, and Chinese dialogue is reproduced and interpreted in several sequences. (Primary through Jr. High)

CHILDREN OF HOLLAND (EBF)

11 minutes—sound $1.80 3

Study of the home life, environment and activities of a country boy and girl in picturesque Holland. Their school activities, sports and games, and a horse and cart trip with their parents to a typical Dutch town provide glimpses of rural and urban life. Handicraft, hobby and recreational activities, are shown. (Primary through Jr. High)

CHILDREN OF JAPAN (EBF)

11 minutes—sound $1.80 3

In an environment obviously influenced by Western technology, the film presents events in the daily life of a middle-class Japanese family. Their home surroundings, living and sleeping quarters, furnishings, dress, customs, and manners are depicted, along with school and play experiences of the children and routine tasks of the parents. (Primary through Jr. High)

CHILDREN OF RUSSIA (IFF)

13 minutes—sound $1.80 3

You wouldn't expect to see a dramatization of our American Huck Finn in this film but it's there because it is included in the Russian school curriculum. In this film we see how the Russian children go to school—garden—play—parade—visit museums and the

(Consult page 19 for Club Rental Plans.)

Unit Value

art galleries—and live in the summer Pioneer camps, comparable to our youth camping programs. (Primary through Sr. High)

CHILDREN OF SWITZERLAND (EBF)

10 minutes—sound $1.80 3

A railway train makes a long steep climb to a village in the Swiss Alps. On the village street we find Trudi Naegeli and her brother Hans, who often linger in the village to see tourists arrive. On their way home they stop at the shop of a woodcarver. Here we see figures of William Tell and many, many carvings of cattle and clocks of every size. Father Naegeli makes his own cheese, and harvests his own crops. (Primary through Jr. High)

CHILREN'S EMOTIONS (McGRAW-HILL)

16 minutes—sound $3.00 5

Discusses the major emotions of childhood: fear, anger, jealously, curiosity and joy. Each is explained at various age levels, and each is dealt with in an intelligent manner. (College and Adult)

CHILE (EBF)

11 minutes—sound $1.80 3

Calls attention to varied aspects of the Chilean scene—mountains, deserts, glaciers, mines, ports, and pastoral areas—before proceeding to an estate in the agricultural Central Valley. Here the role of the state is seen in relation to the visiting owner and his family the farming population, and Chilean agriculture generally. On the family's return to Santiago, varied aspects of Chile's capital city are featured—especially its role as an educational center. Spanish dialogue is extensively used throughout. (Elementary through Adult)

CHINA (MOT)

18 minutes—sound $1.80 3

This film shows China today faced with enormous problems in its attempts to make the transition from an ancient empire to a unified republic. Presents China's old way of life, little changed since medieval times; the beginnings of democracy and westernization under Dr. Sun Yat-sen; the long years of bitter struggle against Japanese agression and tyranny; and then, China today. (Jr. High through Adult)

CHINA—Oriental City (UWF)

20 minutes—sound $3.00 5

We study the habits and customs of oriental urban life in this picture. Life of people living on sampans of this river port and life in a Cantonese merchant's home are vividly presented. We watch Chinese artisans making handicrafts from ivory and silver. Produce arriving in Canton by boat and cart show the dependence of the city upon the surrounding countryside. (Elementary through Adult)

CHINA—Szechwan Province (UWF)

20 minutes—sound $3.00 5

The Szechwan basin of South China is seen to be densely populated country, where farm land is scarce and an intensive subsistence type of agriculture is the characteristic means of livelihood. (Elementary through Adult)

(Consult page 19 for Club Rental Plans.)

Unit Value

CHINA CRISIS (OWI)

45 minutes—sound $1.20 2

This is the story of the Fourteenth Air Force, originally the Flying Tigers. Opening with background scenes of unchanging China, the film pictures the difficulties of transporting men and materials into China from India—over 700 miles of varied-gauge railways and over 500 miles of Hump flight. After making the Hump secure, airfields were built by Chinese hand-labor. The film closes with pictorial statistics on the accomplishments of the Flying Tigers. (Jr. High through Adult)

CHIPMUNK AND HIS BIRD FRIENDS (Bailey)

10 minutes—sound—color $3.60 6

Chronologicaly follows the most important military events of the acorns underground while birds search for insects in a pine tree. Suddenly they discover a bird food pantry which children have provided for them. Many varieties of birds also come to eat the food and are seen in closeups. A "Chickadee Song" and a "Chipmunk Rhyme" are included. (Primary and Elementary)

CHOOSE TO LIVE (USDA)

20 minutes—sound $1.20 2

The fight of the United States Public Health Service against cancer. The causes of cancer, preventive measures, methods of treatment, and curing are clearly outlined. (Sr. High through Adult)

CHOOSING YOUR OCCUPATION (CORONET)

10 minutes—sound $1.80 3

"This is a picture about YOU!" From this opening sentence through the last scene the impact of this film is directed toward each individual member of the audience. Self appraisal, occupational possibilities, preparation requirements and guidance facilities are a few of the ideas perfectly integrated here for the benefit of vocational guidance classes. (Jr. High through Adult)

CHUCK TAYLOR'S FUNDAMENTALS OF BASKETBALL (BAILEY)

11 minutes—sound $1.20 2

In this fine film we learn something of team strategy while the technique of shooting, passing, dribbling, defensive and offensive ball handling is demonstrated. We also see that proper footwork is very important in basketball. (Jr. High through Adult)

CIRCUS ANIMALS (ACADEMY)

11 minutes—sound $1.80 3

A companion picture to CIRCUS PEOPLE, revealing, in natural color, fascinating circus animals—their care, training habits, etc. These films are authentic and produced under expert direction and keyed to fit the requirements of lower grade curricula. (Primary and Elementary)

CIRCUS DAY IN OUR TOWN (EBF)

15 minutes—sound $2.40 4

Describes vividly the excitement and drama of circus day, depicting not only the highlights of the performance itself, but many of the preparations necessary for staging the big show. Provides an unforgettable ringside view of circus animals in a variety of spectacular acts, and acrobats and clowns in their breathtaking routines. (Primary and Elementary)

(Consult page 19 for Club Rental Plans.)

Unit Value

CIRCUS PEOPLE (ACADEMY)

11 minutes—sound—color $1.80 3

An interesting film for primary grades, depicting behind-the-scenes circus activity. Selection of scenes and narration are designed to develop proper attitudes of work and cooperation and offer stimulation for oral composition and foundation for reading readiness. (Primary and Elementary)

CITIES: HOW THEY GROW (EBF)

10 minutes—sound $1.80 3

Explains factors which determine the location and growth of cities. Shows the general trend toward organization throughout the United States. Various types of cities and city plans are presented. Factors involved in the decentralization of the city into the metropolitan area are clearly presented. The film includes the prevailing trends of city planning. (Jr. High through College)

CITY, THE (MuseumModArt)

30 minutes—sound $2.40 4

A survey of the problem of planning community living in America, embodying the views of the American Institute of Planners. Contrasts the turmoil of the planless city with the color and spaciousness of the small planned community. (Jr. High through Adult)

CITY WATER SUPPLY (EBF)

10 minutes—sound $1.80 3

Animated drawings describe the relation between rainfall and life; the sources of city water supply—wells, rivers, lakes, and watershed; water-borne diseases; and methods of water distribution. (Jr. and Sr. High)

CIVIL WAR (EBF)

14 minutes—sound—black and white $3.00 5

Chronologically follows the most important military events of the war between the North and the South, stressing social, economic, and geographical factors which ultimately forced the South to capitulate. Techniques such as animated drawings portray in an imaginative and realistic way the strategy and geographical setting on which the war was fought. (High School and Adult) (American History)

CLASSROOM QUIZ No. I (ASSN. OF AM. RR)

10 minutes—sound—color $1.20 2

A film quiz about passenger train transportation. (Elementary and Jr. High)

CLASSROOM QUIZ No. II (ASSN. OF AM. RR)

10 minutes—sound—color $1.20 2

A film quiz about freight train transportation. (Elementary and Jr. High)

CLEANLINESS AND HEALTH (CORONET)

10 minutes—sound $1.80 3

Students will never again believe that old saying, "A little dirt won't hurt you!" after seeing this important film. This is the story of David . . . his visit to a doctor . . . of the lessons of cleanliness which the doctor impresses upon him. Through amazing photomicrography, the existence of dangerous tiny organisms all

(Consult page 19 for Club Rental Plans.)

Unit Value

around us is demonstrated, and the importance of cleanliness to good health is soundly established. (Primary through Jr. High)

CLOUD IN THE SKY (TB)

10 minutes—sound $1.20 2

Opening with scenes of a lively fiesta, the tempo of this film quickly changes to one of sadness; death has come to the mother of a family. Through an absorbing story, the modern ways of thwarting tuberculosis are shown, and a theme that might easily have ended with tragedy culminates in a scene of gaiety. (Jr. High through Adult)

CLOUDS (USWB)

11 minutes—sound $1.20 2

Various types of clouds are shown, and the movement of high and low pressure areas across the country is described. Weather forecasting as the result of cloud study is discussed. (Jr. High through Adult)

COAST GUARD SPARS (OWI)

6 minutes—sound $1.20 2

Shows the assignments which are given the SPARS. Emphasizes the fact that a SPAR releases a man for the sea. Shows the indoctrination period, the work, the rating, and the privileges of the SPARS. (Jr. High through Adult)

COLLEGE: YOUR CHALLENGE (CORONET)

10 minutes—sound $1.80 3

A presentation of the benefits of college, both academic and non-academic, which high school students may expect. Methods of dealing with financial problems and a possible call to military service are considered, along with other obstacles, thus providing a sound basis from which further discussion and individual consultation may proceed. (Sr. High)

COLLOIDS (EBF)

10 minutes—sound $1.80 3

Illustrations of fog (liquid in gas), whipped cream (gas in liquid), clay and india ink (solid in liquid), smoke (solid in gas), and mayonnaise (liquid in liquid). (Jr. High through College)

COLOMBIA (OIAA)

10 minutes—sound—color 1.20 2

The old port of Barranquilla and the fine towns of Bogota and Cartagena, along with scenes of the countryside. Trends toward modern industrilization are noted. (Elementary through Adult)

COLOMBIA AND VENEZUELA (EBF)

11 minutes—sound $1.80 3

Describes the human and economic geography, topography and climate. Shows the several types of people that live here and their work—farming, mining, shipping, manufacturing. Animated map drawings show the extent of Colombia-Venezuela world trade in the import and export of products. (Elementary through Adult)

COLOMBIA, CROSSROADS OF THE AMERICAS (OIAA)

27 minutes—sound $1.20 2

An introduction to the life in Colombia from a geographic, social, and economic standpoint. Produced by Julien Bryan, the film de-

(Consult page 19 for Club Rental Plans.)

Unit Value

picts family life as well as Colombian industries dealing in oil, coffee, and minerals. (Elementary through Adult)

COLONIAL CHILDREN (EBF)

11 minutes—sound $1.80 3

This film is an authentic reproduction of a Colonial family's day from the morning chores and breakfast to the reading of the Scriptures in the evening. Gives detailed home furnishings, clothing, customs, and events with conversations by the cast. (Primary through Jr. High)

COLONIAL EXPANSION (EBF)

11 minutes—sound $1.80 3

Colonial development in America from the point of view of the influence of each of the great powers, Spanish, French and English, tracing in detail the struggle for control which finally ended with the English being almost completely supreme. (Eementary through Adult)

COLOR KEYING IN ART & LIVING (EBF)

11 minutes—sound—color $3.60 6

A study of color relationships. Employs abstract demonstrations of color deceptions followed by practical applications. Color relations are applied to art subjects and to aspects of everyday life such as hair, eyes, complexion, dress and home decoration. (Jr. and Sr. High)

COLORADO RIVER (CORONET)

10 minutes—sound $1.80 3

Our cameraman contrasts the untamed fury of the Colorado's erosive force with the disciplined beauty it displays when harnessed. Hoover, Parker and Imperial Dams have turned the Colorado into one of the world's greatest sources of electrical power, made it the site of recreational resorts and reclaimed the Imperial Valley from a barren desert—a demonstration of man's engineering genius as it assists nature. (Elementary through Sr. High)

COLOUR IN CLAY (EBF)

10 minutes—sound—color $3.60 6

Created in a famous pottery-making section of England, this film portrays modern commercial pottery-making in an authentic setting. It is designed to show the successful combination of art principles with modern technological methods. Mixing and shaping the clay, applying decorations, firing and glazing are shown with clever direction and superb photography. (Jr. and Sr. High)

COLUMBUS AND THE DISCOVERY OF AMERICA (HOFFBERG)

8½ minutes—silent $1.20 2

Made by a group of children in the Vancouver, British Columbia, schools. Gives the most important facts about Columbus and his explorations in simple form. (Elementary and Jr. High)

COMBAT AMERICA (OWI)

63 minutes—sound—color $1.20 2

"Combat America" relates the most sustained, exciting, and deadly aerial battles to come from the cameras of the U. S. armed forces. Major Clark Gable gives a vivid story of the fighting and bomb bays of the B-17's on their early devastating raids over Germany and occupied France. This hour-long documentary film

(Consult page 19 for Club Rental Plans.)

Unit Value

pulls no punches, showing American casualties as well as those of the Luftwaffe, then still in its full effectiveness. The film follows the Flying Fortress crews of the 351st Bombardment Group from the end of their training at a Colorado training field to actual combat over Germany. Gable also acts as narrator. (Jr. High through Adult)

COMMON ANIMALS OF THE WOODS (EBF)

10 minutes—sound $1.80 3

Pictures the squirrel, rabbit, raccoon, porcupine, otter, mink, beaver, possum, skunk and woodchuck. In each instance the distinguishing characteristics of the animal are shown such as: the ability of the beaver to build a dam and the habit of the mother possum carrying her young. (Primary through Jr. High)

COMMON COLD (EBF)

10 minutes—sound $1.80 3

Illustrates vividly the facts known about the common cold, its care, and secondary infections that may grow out of it. Tells the story of a boy who contracts a cold and visits his doctor for treatment and advice. Reveals, by means of the doctor's illustrated explanation, why the common cold is serious and how it should be treated. (Primary and Elementary)

COMMUNITY GOVERNMENTS: HOW THEY FUNCTION (CORONET)

13 minutes—sound $2.40 4

If a good community government is to function its citizenry must participate. Citizens of Riverside, dissatisfied with their community, look into the advantages and disadvantages of the mayor-council, city manager, and commission forms of government—and learn that the active participation of the people and their cooperation in solving problems of local government, is an integral part of community progress. (Jr. High through Adult)

CONGRUENT FIGURES (KB)

12 minutes—sound $1.80 3

Illustrates the geometric principles of "equal sides and equal angles," and clarifies methods for finding and proving that angles and sides are equal. (Sr. High and College)

CONSERVATION OF NATURAL RESOURCES (EBF)

10 minutes—sound $1.80 3

Three natural resources hold the center of attention in this film: water power, forests, and farm lands. Early wastes in the lumbering industry and agriculture are delineated, and the appalling results of these are shown. This is followed by an explanation of steps which have been taken and are now being planned to conserve these resources. Effects of wind and water erosion and unwise farming scenes from the Dust Bowl, and local and federal efforts to check these abuses are shown. (Jr. High through College)

CONSTRUCTION OF A LIGHT AIRPLANE (PA. SC)

22 minutes—sound $1.20 2

Photographed at the Piper Aircraft Corporation in Lock Haven, Pa. This film is an educational treatment of the building of a light airplane. Covers completely the construction of four of the five major parts of the airplane—the fuselage, landing gear, tail sur-

(Consult page 19 for Club Rental Plans.)

Unit Value

faces, and the wing. Engines are not shown because they are bought by the factory completely assembled. (Jr. High through Adult)

CONSUMER PROTECTION (CORONET)

10 minutes—sound $1.80 3

The Whites, who buy on the basis of price and appearance alone, often make foolish purchases; but the Kings, who take advantage of information available from both government and private consumer services, are adequately protected in their buying and enjoy the improved standard of living which your students should also share. (Jr. High through Adult)

CONSUMPTION OF FOODS (EBF)

10 minutes—sound $1.80 3

Presents authentic material concerning food needs and deficiencies of the world's peoples. Standards for caloric intake and a balanced food consumption guide are developed. Adequacy of food consumption in major population regions of the world is analyzed and compared with caloric standard and balanced food consumption guides. Problems related to bringing consumption levels up to desirable standards are posed and ways of solving them are depicted. (Jr. High through College)

CONTROL OF BODY TEMPERATURE (EBF)

11 minutes—sound $1.80 3

By means of laboratory demonstrations, animated drawings, and special photography, phenomena associated with variations of body temperature in animals and man are shown. Foods are designated as the source of body heat, and the roles of nerves, glands and muscles in its control are portrayed. The blood stream is depicted as the distributor of heat, and the function of the hypothalamus is compared to that of a thermostat. (Jr. High through Adult)

CONTROL OF WORMS IN HOGS (USDA)

28 minutes—silent $1.20 2

Methods of control of various injuries done by the many parasites which attack hogs. (Sr. High and College)

CONTROL YOUR EMOTIONS (CORONET)

13 minutes—sound $2.40 4

Here psychological concepts are applied to the practical work of emotional control. Beginning with the stimulus-response pattern, the film interprets control in varying situations as altering the stimulus or changing the response. The important methods of changing either stimulus or response are shown, and many sound simple suggestions for emotional control are presented. Examples of these are: standing off and looking at oneself, not trying to do things too difficult too fast and learning to laugh at oneself. (Jr. High through Adult)

COOKING: PLANNING AND ORGANIZATION (YA)

11 minutes—sound $1.80

Illustrates a well-ordered kitchen in which the housewife has organized the kitchen equipment and cooking utensils for greatest efficiency in her work. Shows what can happen when the preparation of a meal is attempted without adequate planning, and how

(Consult page 19 for Club Rental Plans.)

Unit Value

such troubles can be remedied by planning and by the use of such devices as the Time-Chart. (Jr. High through Adult)

COOPER, JAMES FENNIMORE (EBF)

20 minutes—sound $2.40 4

The reasons for Cooper's literary greatness become strikingly apparent in this moving story of significant incidents in his life. We see him grow from a young man, dreaming of pioneer adventure of the frontier, to a mature, distinguished novelist, forcing his earlier dreams into vicarious reality by creating the first great American novels based on the American frontier scene. (Elementary through Adult)

CORN FARMER (EBF)

11 minutes—sound $1.80 3

This film gives a clean, concise picture of the problems and methods of the Iowa corn grower, using a typical corn belt family as its model. Depicted are the family's activities in planting. harvesting, and marketing . . . as well as incidental interests such as crop rotation, home canning, and politics. A wonderful teaching film, suitable for geography classes from fifth grade up, and for economics, home economics, and social problems. (Elementary through Sr. High)

CORSICA (FF)

10 minutes—sound $1.20 2

French and Allied landing in Corsica. General de Gaulle's visit to Corsica. Views of the country, customs, dances, and most important cities of Corsica. (Elementary through Adult)

COTTON (EBF)

10 minutes—sound $1.80 3

Tells the story of the making of cotton cloth, from the picking of the boll in southern fields to the packing and shipping of the finished cloth as it comes from the looms of a modern mill. Hand-picking of cotton is contrasted with the work of a modern mechanical picker. The cotton is here shown being ginned and baled, shipped to the mill, where it is carded, spun into yarn and woven into cloth. The operation of each machine is vividly portrayed. (Elementary through College)

COTTON AT WAR (OWI)

13 minutes—sound $1.20 2

COTTON AT WAR leaves no doubt as to the vital importance this material plays in our efforts for victory. Combat and training scenes show vividly that virtually everything that shoots, flies, floats, rolls, or walks has cotton as an integral unit and would be useless without it. (Elementary through Adult)

COW AND THE SPRITE (CORONET)

10 minutes—sound $1.80 3

From Scotland and Ireland have come some of our most enchanting fairy tales, yet their fame has been limited. This film brings to the screen an adaptation of a charming old folk story that tells of the happiness of a man and of what this happiness is composed. (Primary and Elementary)

(Consult page 19 for Club Rental Plans.)

Unit Value

CRADLE OF RELIGION (HWO)

8 minutes—sound $1.20 2

This film portrays religions as they are practiced in Egypt today. For the first time actual scenes of Moslems at prayer are shown in Egypt's great Mohammed Ali Mosque. Also pictured are one of the world's oldest synagogues, ancient St. Catherine's Monastery at Mt. Sinai where God gave Moses the Law of the Ten Commandments, and the Boutros Ghali church in Cairo, showing members of the Coptic faith attending services. (Jr. High through Adult)

CROP THAT NEVER FAILS, THE (USDA)

9 minutes—sound $1.20 2

This crop is the savings bonds you buy. They are a bulwark against bad times. The film pleads for wise buying and saving rather than thoughtless spending which swells the balloon of inflation. (Jr. High through Adult)

CUBA: THE LAND AND THE PEOPLE (CORONET)

10 minutes—sound $1.80 3

Close relationship between Cuba's tropical climate and the land itself is drawn in this timely picture of modern Cuban life. The Spanish background, the strategic value of the island to American security and the economic ties of Cuban products to the economy of the United States are shown—all in terms of the people of Cuba. (Elementary through Sr. High))

CUERNAVACA (OIAA)

10 minutes—sound—color $1.20 2

Takes us on a visit to three beautiful Mexican towns—Cuernavaca, Taxco, and Acapulco. Cuernavaca, a week-end resort, with its modern homes, beautiful flowers, and ideal climate; Taxco, a silver mining town; and Acapulco, a town whose history is as colorful as its colorful surroundings—all make for a diverting film subject. (Elementary through Adult)

CURING PORK COUNTRY STYLE (USDA)

17 minutes—sound $1.20 2

Shows how to cure pork by the "dry" and "brine" methods. Emphasizes such main essentials as chilling the meat to keep it cold. Using proper amount of ingredients, and giving the meat the proper amount of time to absorb the salt. One sequence shows how to construct a farm smokehouse. (Sr. High through Adult)

CURIOUS COATI (YA)

8 minutes—sound $1.30 3

A simple and amusing animal story for children of the five to eight year old group, describing the adventures of a pair of coatis. The coati (or coatimundi) is a small Central and South American animal related to the racoon. This film can be used to stimulate and develop oral and written language expression. (Primary)

CUTTING A TAPER WITH COMPOUND REST (C)

10 minutes—sound $1.20 2

Shows the operations necessary to cut a sharp and slight taper on a gear blank. Considerable detail and emphasis are given to the care and operation of the machine, the use of the compound rest for turning a sharp angle surface, the setting of a compound for turning any angle within its range, the setting of the tool

(Consult page 19 for Club Rental Plans.)

Unit Value

for taper turning, the principles of the taper attachment, the correct setting of the taper attachment for the given angle, and the use of a protractor and a ring gauge for checking the angle of taper. (Sr. High and College)

CUTTING AN EXTERNAL NATIONAL FINE THREAD (C)

12 minutes—sound $1.20 2

Describes various shapes of threads and their uses, giving the characteristics of the National Fine Thread, and showing the procedures used to cut a thread on a lathe. (Sr. High and College)

CUTTING KEYWAYS (C)

15 minutes—sound $1.20 2

Shows the setting up of a shaft on the table of the milling machine for cutting a keyway at each end, the selection of the proper cutting, the determination of the correct speed and feed, and the setting of the machine for the correct depths and length of cut. (Sr. High and College)

DAIRY FARM (CORONET)

16 minutes—sound $1.80 3

Setting for this motion picture is the richly productive areas of a small Midwestern dairy farm. With all the fresh charm of the country, this film shows the farmer at work cultivating, harvesting, and preparing feed crops; the dairymen feeding the cows, milking and preparing the milk for market; the children helping with the farm chores and learning the active routine of life on a dairy farm. (Primary through Jr. High)

DANGEROUS STRANGER (Sid Davis)

10 minutes—sound $1.80 3

Impresses the child with the need to be on guard against molesters, and not to become friendly with strangers. Dramatizes places and circumstances under which the child may encounter dangerous strangers. (Primary through Adult)

DARE—BIRTHPLACE OF AMERICA (UNC)

20 minutes—sound—color $1.20 2

An historical documentary film dealing with the first English colony to America, Sir Walter Raleigh's "Lost Colony," and with Virginia Dare. Also portrays Orville and Wilbur Wright's first power-driven plane flights in 1903-08 at Kitty Hawk. The acceptance of these two "New Worlds took place in what is now Dare County, North Carolina. Cooperation of the Lost Colony Drama made possible filming of many historic shots. Stock footage of an early Wright Brother's flight and interviews with men who knew the Wright Brothers are also significant. (All age groups)

DASHES, HURDLES AND RELAYS (EBF)

22 minutes—sound $1.80 3

The first part of this film is explanation of the dashes—100 meters, 200 meters, and 400 meters. Demonstrations are given in normal speed and slow motion. The second part presents the hurdles and relays. Three types of good form in hurdling are illustrated. Attention is given to the techniques of passing the baton in relays. (Jr. High through College)

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Unit Value

DATE ETIQUETTE (CORONET)

10 minutes—sound $1.80 3

This film shows how to be socially comfortable during the various steps in dating—asking for a date, the acceptance, calling for the girl, meeting her parents, attending a school event, eating out afterwards, and how to say goodnight. All of these everyday situations are tactfuly handled so young people will be encouraged to use good date etiquette and, in turn, gain poise and a greater sense of personal security. (Jr. and Sr. High)

DATING DO'S AND DONT'S (CORONET)

13 minutes—sound $2.40 4

By showing the progress of an idealized date, from the idea, asking and accepting, to the date itself and the final good night, this film raises some important questions regarding dating, and suggests partial answers as guides for discussion. Such questions as "Whom do you choose for a date?" "How do you go about asking for a date?" or "How do you say good night?" help to stimulate free discussion of dating and the problems connected with it. (Jr. and Sr. High)

DAVID COPPERFIELD, THE BOY (TFC) (See regulations—last page)

40 minutes—sound $4.80 8

This first part of Charles Dicken's story of David Copperfield opens with scenes in his infancy; and is followed by his visit to the seaside with Peggoty, running into difficulties in his step-father's home, experiences in London, the trip to Dover, pleasant relationships at the home of his aunt, and finally his departure from school. (Jr. and Sr. High)

DAVID COPPERFIELD, THE MAN (TFC) (See regulations—last page)

40 minutes—sound $4.80 8

David's home-coming upon graduation from school, the London trip marking his first step toward a career, his marriage and life with Dora, and his final experiences in revealing the true nature of Uriah Heep, conclude the film version of this great literary masterpiece. (Jr. and Sr. High)

DAVIS CUP TENNIS, 1947 (AFS)

20 minutes—sound—color $2.40 4

Produced through the courtesy of the U. S. Lawn Tennis association. This film covers the highlights of the five matches played between Australia and the United States at Forest Hills, Long Island. A large portion of this film is in slow motion. (Sr. High and College)

DAY AT THE FAIR (EBF)

10 minutes—sound $1.80 3

Three farm youngsters go to the fair to exhibit their calves and pigs. We see them tending their livestock, watching the judging, and taking in the displays and other sights. One boy wins a prize for his calf and later all three frolic on the midway. (Primary through Jr. High)

DAY IS NEW (OIAA)

11 minutes—sound $1.20 2

A day in the life of the Mexican people. Picturing their varied daily activities. (Elementary through Adult)

(Consult page 19 for Club Rental Plans.)

Unit Value

DAY OF THANKSGIVING (YA)

13 minutes—sound $3.60 6

The five members of the Johnson family, typical of all American families, use Thanksgiving as the occasion for adding up all the freedoms and privileges they enjoy under the American way of life. A powerful film on Americanism for all Americans all year 'round (Jr. High through Adult)

DAY WITH ENGLISH CHILDREN (CORONET)

10 minutes—sound $1.80 3

In the town of Bath, your students will spend an entire day with English children . . . a day of breakfast, and school, and classes, and playing cricket, and coming home to study. By the time this film-day is done they'll realize that although these British youngsters have many different customs, they really have a great deal in common with us. (Elementary through Sr. High)

DECIMALS ARE EASY (CORONET)

10 minutes—sound $1.80 3

By following an inductive plan, this film teaches that decimals are an integral part of our number system. First they are used as an important element of everyday living. Then, with this background, the film points out the decimals specifically and shows what they mean in terms of the whole decimal system of numbers. Slightly more difficult computations are given at the close of the film, summarizing addition, substraction, multiplication, and division of decimals. (Elementary and Jr. High)

DEER AND ITS RELATIVES (CORONET)

10 minutes—sound $1.80 3

Here is an opportunity for students to observe the wide variety of adaptations of members of the same family for living in different parts of the world. The whitetailed deer, the fallow deer, the elk, bactrian camel, dromedary camel, alpaca, llama, and giraffe exemplify the tremendous differences between related animals living under different conditions of environment around the world. (Primary through Jr. High)

DEFENDING THE CITY'S HEALTH (EBF)

11 minutes—sound $1.80 3

Describing the factors which effect the health of cities, this film shows the work of a model city health department. Activities shown include education, gathering statistics, nursing, supervising sanitation, laboratory analyses, child hygiene, and the control of communicable diseases. The role of the individual citizen in a health program is stressed. (Jr. High through College)

DEFENSE AGAINST INVASION (UWF)

12 minutes—sound—color $2.40 4

Walt Disney, through animation and actual photography, explains in an amazingly simple and entertaining fasion how vaccination makes the body immune from disease. (Elementary through Adult)

DEFENSIVE FOOTWORK IN BASKETBALL (EBF)

10 minutes—sound $1.80 3

Wilbur Johns, Basketball Coach, U.C.L.A., teaches the fundamentals of good defensive footwork; proper stance, striding with an opponent, watching, checking, maneuvering him out of posi-

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Unit Value

tion, correlation arm movement with footwork, turning, pivoting and getting into position for taking the ball on the rebound, all illustrated with interesting game shots. (Jr. High through College)

DEFINING DEMOCRACY (EBF)

18 minutes—sound—black and white $2.40 4

The film stresses the importance of defining terms before starting a discussion on democracy and despotism. Several definitions are presented to clarify terms used throughout the film. A community is democratic when its citizens share in the making of important decisions and when they can do so through secret elections. The film concludes that if a community works to balance its economy and enlighten its citizens, it can achieve shared power and shared respect. (Sr. High through Adult)

DENTAL HEALTH: HOW AND WHY (CORONET)

10 minutes—sound $1.80 3

This film presents a dramatic review of what research and experimentation have done to promote better dental health for the American public. The film brings you an up-to-date report on diet and its relation to the growth and decay of teeth, new sodium fluoride applications, and the latest techniques of oral hygiene. The coveted seal of approval of the American Dental Association has been awarded to this film. (Elementary through Sr. High)

DESCRIBING AN INCIDENT (CORONET)

10 minutes—sound $1.80 3

So often, when we talk to people or write, we want to describe an incident—something amusing or unusual that happened. Here we have an incident poorly described and the same incident interestingly, completely, colorfully described. This film will stimulate class interest in the deveopment of descriptive ability. (Eementary through Adult)

DESERT VICTORY (BIS)

60 minuts—sound $1.20 2

A very vivid story of the British Eighth Army's smashing victory at El Alamein and its triumphant advance across the desert to Tripoli. (Sr. High through Adult)

DESIGN OF AMERICAN PUBLIC EDUCATION (McGRAW-HILL)

16 minutes—sound $2.40 4

The organizational structure of American public education, first as it might be if it were an 'assembly line' educational process controlled centrally, and as it actually is in a democratic society—constitutional delegation of education to the various states with decentralization and state supervision, a system that develops responsible citizens in a democratic society. (College and Adult)

DEVELOPING FRIENDSHIPS (CORONET)

10 minutes—sound $1.80 3

Most young people want to learn how to make friends—and keep them—and this motion picture sets the stage for acquiring this important social value. It explores the differences in individual capacities for friendliness and helps young people understand the meaning of friendship. Audiences will see how a "teen ager" learned to be a friend and how his new attitude led him to appreciate and enjoy persons of many varying backgrounds and personalities.

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Because the need for friends seems peculiarly intense during high school years, the action taken by students may result in social cliques and too tightly drawn in-groups. This motion picture helps audiences understand the need for human companionship and what the true meaning and values of friendship are. (Sr. High through Adult)

DEVELOPNG RESPONSIBILITY (CORONET)

10 minutes—sound $1.80 3

This appealing story of a boy, and of the dog he wants very much, teaches lessons in responsibiilty that your students will understand and remember. They will realize that although responsibilities often entail hard work, difficult decisions, and missing out on some fun . . . the rewards, both material and spiritual, more than compensate . . . and that a fuller, happier life will be theirs. (Primary through Jr. High)

DEVELOPING SELF-RELIANCE (CORONET)

10 minutes—sound $1.80 3

How dependency grows and how necessary self-reliance is to all successful endeavor and happiness is shown in this motion picture. It analyzes the steps in developing self-reliance as: (1) assume responsibility; (2) be informed; (3) know where you are going; and (4) make your own decisions. A careful distinction is drawn between dependence—which is undesirable—and seeking advice and help, which is part of being intelligently self-reliant. (Jr. and Sr. High)

DEVELOPING YOUR CHARACTER (CORONET)

10 minutes—sound $1.80 3

What good character is and how it can be achieved in order to live more happily and more successfully is brought out in this unusual production. Influences from the home, church, school and friends which mold an individual's character are described and a guide to developing this character is presented. (Jr. High through Adult)

DEVELOPMENT OF COMMUNICATION (EBF)

10 minutes—sound $1.80 3

The most important aspects of the long story of man's human communication are shown. Not only are the devices of communication given, but also the social, cultural, and economic effects upon human living of these devices. (Jr. High through Adult)

DEVELOPMENT OF TRANSPORTATION (EBF)

10 minutes—sound $1.80 3

Transportation developments within the United States during the past one hundred and fifty years. (Jr. High through Adult)

DIARY OF A SERGEANT (OWI)

22 minutes—sound $1.20 2

A real-life story of the rehabilitation of an American soldier who sacrificed both his hands for his country. Modern surgical science and a wise psychological program have given him a new chance for normal, happy living. It is a stirring actual drama that follows him up to the moment of his return to civilian life, climaxing when friends and relatives greet him without a sign of strangeness. (Sr. and College)

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Unit Value

DICKENS, CHARLES: BACKGROUND FOR HIS WORKS (CORONET)

10 minutes—sound $1.80 3

To know and understand the writings of Charles Dickens, a reader must know and understand London, and the times of Dickens. Such a social setting is provided here. Filmed in England which Dickens described so well, this motion picture offers clues to interpretation and a rich sense of his significance. (Jr. High through Adult)

DIGESTION OF FOODS (EBF)

10 minutes—sound $1.80 3

Both the mechanical and the chemical aspects of digestion are presented in this film, together with their controlling factors. Among the mechanical processes included are mastication, swallowing, stomach contractions, intestinal segmentation, and intestinal peristalsis. Among the chemical processes are the production of saliva and the action of pepsin on albumin, and the production of pancreatic juice and the action of lipase on fats. (Jr. High through College)

DISCOVERY AND EXPLORATION (EBF)

10 minutes—sound $1.80 3

Uses animated drawings to describe the North American territory involved during the period of discovery and exploration from 1492 to 1700. Shows routes followed by explorers from the old world in seeking new routes to the East, Spanish conquests, and the mid-continent development in quest of the beaver. (Jr. and Sr. High)

DISCUSSION IN DEMOCRACY (CORONET)

10 minutes—sound $1.80 3

In this excellent film a typical group of students learn, through expert advice and their own experiences, the importance of discussion in democracy. This film develops a threefold program for democratic discussion: 1) Preparation, 2) Planning, 3) Personalities. (Jr. High through Adult)

DISTANCE RACES (EBF)

11 minutes—sound $1.80 3

Includes races from 1,000 to 10,000 meters and the steeplechase. The style of the distance runner is contrasted with that of the dash man. Slow-motion scenes analyze particular movements. (Jr. High through College)

DISTRIBUTING AMERICA'S GOODS (EBF)

11 minutes—sound $1.80 3

Based on a comprehensive study of The Twentieth Century Fund, shows by animated drawings and direct photography why it costs as much as it does to distribute America's goods. Sequences are devoted to the distribution costs of the producer, wholesaler, retailer, and transportation. Shows how fifty-nine cents out of every purchase dollar goes to pay for the distribution of the article. A final sequence indicates ways in which distributors and consumers can cooperate to reduce distribution costs. (Jr. and Sr. High)

DISTRIBUTING HEAT ENERGY (EBF)

11 minutes—sound $1.80 3

Four sequences of scenes make up the content of this film. First sequence: deals with different kinds of heat sources; second

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sequence, demonstrates how furnace fuels are burned in coal, oil, and gas furnaces. The third sequence treats the development of home heating from the Colonial fireplace to the modern steam radiator. In the fourth sequence the mechanics of heat transfer by conduction, by convection, and by radiation are explained. (Jr. High through College)

DISTRIBUTION OF FOODS (EBF)

10 minutes—sound $1.80 3

Presents authentic material concerning the technical developments and economic problems in the preservation and transportation of foods. A photographic sequence shows how food transportation and preservation have enormously increased possibilities for distributing perishable foods on a world basis. Illustrates problems of family income, and of maintaining a flow of food from producer to consumer. Animated map backgrounds are used in showing tariffs as barriers to intercontinental movement of foods. (Jr. High through College)

DIVISION IS EASY (CORONET)

10 minutes—sound $1.80 3

This film helps a class to understand division, to know why division is important, and to know what to learn in order to master this basic arithmetical process. The film may be used to introduce the study, to enrich it, or to review it in later grades. By bringing to the class an easily understood problem situation and clear-cut demonstration of division in action, the film helps solve some of the difficult problems in teaching division. (Primary through Jr. High)

DO BETTER ON YOUR EXAMINATIONS (CORONET)

10 minutes—sound $1.80 3

Four basic rules that students can follow to do better on their examinations are presented in this film. These are demonstrated as are the various type of exams—and the purposes of them. Students see how to prepare for tests. They learn how to cultivate a positive attitude toward tests by understanding the purposes, objectives and values of examinations. (Jr. and Sr. High)

DO UNTO ANIMALS (USDA)

21 minutes—sound $1.20 2

Approved methods of transporting and handling livestock that will reduce yearly loss from injuries received in marketing process. Sr. High and College)

DO WORDS EVER FOOL YOU? (CORONET)

10 minutes—sound $1.80 3

In simple personal conversation, in screaming newspaper headlines, in radio commercials, printed advertisements, in politics—in every phase of our word-dependent lives—word trickery can have serious consequences. Not only does this simple, effective film story graphically illustrate the nature of the danger, but it lucidly outlines specific precautions for your students to prevent confusion in word meanings. (Elementary and Jr. High)

DOCTOR, THE (EBF)

11 minutes—sound—black and white $1.80 3

Portrays the significant role of the doctor in modern society. Follows a child specialist through a typical day's activities—

(Consult page 19 for Club Rental Plans.)

Unit Value

at his office, at the hospital, and at the home of a patient. We see Dr. Cramer giving a young boy a routine physical examination, vaccinating a baby for smallpox, visiting his hospital patients, and diagnosing a case of measles.

DOCTOR SPEAKS HIS MIND (AM. CANCER)

20 minutes—sound $1.20 2

Describes various symptoms of cancer, how they may be detected and shows the happy outcome of patients who have sought treatment early. Designed to stimulate interest preceding a talk by a competent medical speaker. (Adult)

DODDER (EBF)

10 minutes—sound $1.80 3

Entire life story of the dodder, one of the best known of the group of parasitic flowering plants, is shown by means of time-lapse photography, accompanied by an explanatory narrative. Among the more impressive features is the presentation of the dodder twining about the host plant. Animation aids in revealing details in the structure and operation of the suckers. The destructive character of this plant is demonstrated, as well as the beauty of the flowers. (Jr. High through College)

DON'T BE AFRAID

12 minutes—sound $1.80 3

Tells the interesting story of how a young boy is helped by his mother to overcome his fear of the dark. Points out that many fears have a useful purpose by serving as a warning of danger. Explains how to determine whether a fear is a useful one or not, and how to go about overcoming undesirable fears, such as, fear of dogs, fear of water, and fear of what others might think. (All ages)

DON'T BE A SUCKER (C)

20 minutes—sound $1.20 2

Shows the techniques used by Hitler to divide peoples and makes a plea for Americans to be on guard against the same techniques in this country. An outstanding film showing the consequences of racial discrimination. A good message for all democratic people. (Sr. High through Adult)

DON'T GET ANGRY

12 minutes—sound $1.80 3

Explains anger as a natural emotion which cannot be entirely avoided but which can be successfully managed when faced in a mature way. Utilizes animation to show the effects of anger on the function of such organs as the heart and stomach. Reveals physiological changes during the period of excitement, and emphasizes need for the child to release his anger in a controlled manner. (Elementary through Adult)

DOUBLE PLAY KINGS (OSFS)

30 minutes—sound $1.20 2

Double Play Kings shows the techniques used in completing double plays as demonstrated by such players Lou Boudreau, Joe Gordon, Marty Marion, and other well-known players. (Jr. High through Adult)

(Consult page 19 for Club Rental Plans.)

Unit Value

DOWN WHERE THE NORTH BEGINS (OIAA)

28 minutes—sound—color $1.20 2

Shows Ecuador's most effective features of landscapes, buildings, and life. (Jr. High through Adult)

DRAWING WITH PENCIL (EBF)

10 minutes—sound $1.80 3

Theodore Kautzky, well-known artist, demonstrates effective techniques in drawing a scene with pencil. Photographed as if through the eyes of the artist, the film emphasizes the following important points: general design; thumbnail sketching; preparation of the pencil point; drawing sharp lines; making broad masses; and achieving textures of wood, brick, shingles, stone, and foilage. (Jr. High through Adult)

DRILLING, BORING, AND REAMING (C)

10 minutes—sound $1.20 2

Presents in considerable detail the centering of a gear blank in an independent chunk, the selection and setting of the tool for facing the gear blank; drilling, boring, and reaming with the tail center; and reviews the use of the taper attachment in the making of a taper bore. The job selected for this demonstration is a rough steel forged pinion gear blank. (Jr. High through College)

DRIVING ECONOMICALLY (GM)

17 minutes—sound $1.20 2

Economical driving practices are suggested by a service station operator to a boy who has just received permission to drive the family car alone. Points are made both by the dialogue and by film sequences which illustrate the suggestions. Emphasis is placed on the fact that certain driving practices contribute to both safety and economy. Specific points covered include care of the car's finish, warming up of engine, proper use of clutch, efficient braking practices and effect of acceleration and speed on tire wear and gasoline consumption. (Sr. High through Adult)

DUTCH TRADITION (OWI)

27 minutes—sound $1.20 2

This comprehensive documentary film shows the people of Holland and the Netherlands, East and West Indies; their background in time of peace and their contribution to our common fight against the Axis; presents the life, customs, resources, and industries of these people. (Jr. High through Adult)

DUTIES OF A SECRETARY (NEF)

30 minutes—sound $1.80 3

Barbara Hayes, a recent school graduate, starts in her first job. By following her, in a realistic plot, through her first day at work, the camera reveals good and bad office procedure. Her final, successful adjustment to her position creates the desired attitude, and sets a standard for secretarial efficiency and performance. The film points up dress, office security, business confidence, dictation, etiquette, mail handling, filing procedure, carelessness, calendar control, office appearance, telephone technique, tact, and initiative. (Sr. High and College)

EARLY SETTLERS OF NEW ENGLAND (EBF)

10 minutes—sound $1.80 3

Produced in collaboration with Chester R. Arnold, Director of

(Consult page 19 for Club Rental Plans.)

Unit Value

Pioneers' Village, Salem, Massachusetts. Re-enacts the lot of Salem's hardy pioneers about 1626. Types of people; the proximity of their bark wigwams and dugouts to the seashore; their direct dependence upon the sea and the land for food; the need for mutual assistance; division of labor; care of the sick,; problems of crop cultivation; relationships with England; and the background beginnings of American democracy are portrayed. (Jr. and Sr. High)

EARLY SOCIAL BEHAVIOR (EBF)

10 minutes—sound $1.80 3

In this picture the observer sees the manifestations of infant personality in a variety of special settings. Ten different children from eight weeks to seven years of age are studied. Individual differences are emphasized. The social significance of the household is conveyed by scenes which reflect parent-child relationships and interaction between brothers, sisters, and adults. (Sr. High through Adult)

EARNING MONEY WHILE GOING TO SCHOOL (CORONET)

10 minutes—sound $1.80 3

The question of doing part-time work while in school is a common one and this film serves as a guide for students considering outside employment. It shows that work after school can be undertaken if it doesn't interfere with school work and recreation. In addition to providing extra money, part-time work is valuable in many other ways; increasing responsibilities, understanding the relation between job work and school work, learning new skills and learning to get along with people. (Jr. and Sr. High)

EARS AND HEARING (EBF)

10 minutes—sound $1.80 3

Describes the physiology of the human ear by means of graphic animated drawings and remarkable close-up photography of the ear as it is functioning. Portrays accurately how the parts of the ear operate, and records some of the important kinds of sounds in our environment. Explains three common causes of impaired hearing and demonstrates how a hearing aid in used. (Jr. High through Adult)

EARTH AND ITS SEASONS (KB)

10 minutes—sound $1.80 3

Explains clearly why we have changes of seasons, vernal and autumnal equinoxes, summer and winter solstices. (Elementary through Sr. High)

EARTH IN MOTION (EBF)

10 minutes—sound $1.80 3

This technical film presents the dynamic aspects of the earth as a planet. The earth's sphericity is demonstrated, while rotation is established by star trails and the Foucault pendulum. Proof of the earth's revolution about the sun in respect to stars and by the annual parallax of stars. Concludes with phenomena associated with this revolution, such as, characteristics of orbit, aphelion and perihelion, law of areas, inclination of axis, and seasons. (Jr. High through College)

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Unit Value

EARTH MOVERS (OWI)

30 minutes—sound $1.20 2

How the heavy bulldozers and tanks helped in the war by moving earth for air strips, roads, etc. (Jr. High through Adult)

EARTHWORM, THE (UWF)

10 minutes—sound $1.80 3

Detailed biology study showing the worm in natural habitat, then cross-section, using photomicrographs with superimposed diagrams. (Sr. High and College)

EAT FOR HEALTH (EBF)

11 minutes—sound—color $3.00 5

This film introduces a new approach in teaching children to eat a well balanced diet. Using the five fingers of the hand as an always available checkoff device, the film identifies a food group with each finger. These food groups are: bread and butter or margerine; milk and cheese; meat and eggs; vegetables; and fruits. The film shows how Ralph Waller, using this system, learns to eat a balanced diet and has more fun as a result of his better health. Handled in a light and interesting manner, the film is both informative and motivational. (Hygiene)

EFFECTIVE CRITICISM (CORONET)

10 minutes—sound $1.80 3

Criticism and the application of this criticism is one of our most effective methods of learning. This film is chiefly concerned with the skills of *taking* criticism well, but it also shows how similar are the skills of *giving* criticism. Types of criticism and the difference between evaluating criticism and instructive criticism are outlined as a guide towards helping to make things better and to understand the relative value of things we have. (Jr. and Sr. High)

EGGS (EBF)

11 minutes—sound $1.80 3

Tells the story of egg production on a large commercial egg farm and illustrates the use of technological methods in modern, large scale egg farming. (Primary through Jr. High)

EGYPT AND THE NILE (EBF)

16 minutes—sound—black and white $2.40 4

This film shows one of the most interesting areas on the vast continent of Africa—the valley of the river Nile, one of the major rivers of the world with a consistent flow northward. This is a complete study of the geography of the area, as well as the social and cultural development of the people, who practice primitive farming on the banks of the river. (Elementary and Jr. High)

EGYPT'S HOLLYWOOD (HWO)

9½ minutes—sound $1.20 2

Eight major movie studios are now located in Cairo, film capital of the Middle East, and you'll see actual "on location" shots being filmed. Film production has skyrocketed here in recent years until it is now a leading industry. (Jr. High through Adult)

ELECTROCHEMISTRY (EBF)

10 minutes—sound $1.80 3

Portrays the electrolytic decomposition of hydrogen chloride and the production of electric current from the action of chlorine

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Unit Value

and hydrogen on platinum. An explanation of the storage battery integrates both processes. Electroplating illustrates participation of electrodes; electrorefining illustrates preferential discharge; and electrolysis of sodium chloride to yield caustic soda illustrates participation of the solvent. The production of aluminum from a molten electrolyte concludes the subject. (Jr. High through College)

ELECTRODYNAMICS (EBF)

10 minutes—sound $1.80 3

Direct photography demonstrates cause and effect, while animation explains the fundamental principles of current electricity and electromagnetism. Galvani's discovery of current electricity; magnetic field about a current carrying wire; magnetic field of a coil; electro-magnets; Rowland's experiment; magnetic hypothesis; recalescence; induction by a magnet; A. C. generator; D. C. generator; induction by an electric current; and transformers are concepts presented. (Jr. High through College)

ELECTRONS (EBF)

10 minutes—sound $1.80 3

By means of various photographic techniques, including animation, the hypothesis that electricity consists of unit elementary charges is supported by observation of phenomena associated with the conduction of electricity in liquids, gasses, and vacuums. Conclusion: that the fundamental unit of an electrical charge is the electron. (Jr. High through College)

ELECTROSTATICS (EBF)

10 minutes—sound $1.80 3

This deals with static electricity as fundmental to an understanding of the modern theories of electricity. It explains how positive and negative electrification are produced and by animated drawings shows the part played by insulators and conductors. Explanation of the movement of charges in the electroscope, the Compton electrometer, the static machine and Nature's display of static electricity, lightning. (Jr. High through College)

ELEMENTARY SCHOOL (VaStDeptofEdu)

23 minutes—sound $3.00 5

A film for teacher education and public relations. Shows facilities and activities in numerous Virginia elementary schools. Illustrates good physical environment, provisions for health, safety, and for handicapped children. Emphasizes the importance of cooperation between parents and teachers. (College and adult study groups)

ELEMENTS OF DESIGN: COMPOSITION (YA)

11 minutes—sound $1.80 3

Discusses composition as one of the basic elements of design, and its function in the art and industry of everyday life. (Jr. High through Adult)

ELEMENTS OF DESIGN: LIGHT AND SHADE (YA)

11 minutes—sound $1.80 3

Discusses light and shade as one of the basic elements of design, and its function in the art and industry of everyday life. (Jr. High through Adult)

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Unit Value

ELEMENTS OF DESIGN: LINE (YA)

11 minutes—sound $1.80 3

Discusses line as one of the basic elements of design, and its function in the art and industry of everyday life. Shows the effects achieved by use of straight lines, curved lines, S-shaped lines, circles and their various combinations. (Jr. High through Adult)

ELEMENTS OF DESIGN: SHAPE (YA)

11 minutes—sound $1.80 3

Discusses shape as one of the basic elements of design, and its function in the art and industry of everyday life. Shows the effects achieved by use of circles, squares, rectangles, triangles, and their various combinations. (Jr. High through Adult)

ELEMENTS OF ELECTRICAL CIRCUITS (EBF)

12 minutes—sound $1.80 3

Consists of seven sequences: A—circuits in the home, B—conduction of electrons, C—resistance in a simple circuit, D—current flow in simple circuit, E—electromotive force, F—Ohm's law and its application, G—short circuit and conclusion. (Sr. High through College)

ELEPHANTS (EBF)

11 minutes—sound $1.80 3

Attention is given to elephants' physical features, food, methods of eating, drinking and cleaning themselves. An elephant is put through a series of tests for a circus buyer who engages the trainer to condition two young elephants. They learn to stand on their front and hind feet, sit on barrels, walk a plank, ring a bell, and obey other commands. (Primary through Jr. High)

ENDOCRINE GLANDS (EBF)

11 minutes—sound $1.80 3

Shows the nature and function of the parathyroid, pituitary, pancreas and thyroid glands. Gives the influence of calcium and parathyroid extract on muscular control, the effect of pituitary hormones on egg development, the preparation and use of insulin in the treatment of diabetes, the characteristics of hyper and hypothyroidism, and the stimulation of the mammary gland by pituitary and ovarian hormones. (Sr. High through Adult)

ENERGY AND ITS TRANSFORMATIONS (EBF)

10 minutes—sound $1.80 3

Potential kinetic and radiant energy, as manifested in mechanical, chemical, and thermal form, are vividly illustrated and explained. The principle of conservation of energy, and the concepts "power" and "work" are demonstrated in experiments. The film closes with a review of present and future sources of energy. (Jr. High through College)

ENGLAND: BACKGROUND OF LITERATURE (CORONET)

10 minutes—sound $1.80 3

Works of Shakespeare, Dickens, Kipling, Conrad and other immortal English poets, novelists and dramatists are presented in this motion picture in terms of the settings that inspired them. The three main areas which their works reflect—London, the English countryside and the sea—are carefully portrayed so they are in keeping with the mood and feeling of the writings themselves. Used for background study, this film helps students understand

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Unit Value

and appreciate the literature that reflects English life. (Jr. and Sr. High)

ENGLISH CHILDREN (EBF)

10 minutes—sound $1.80 3

Delightfully portrays typical English family life in the city of York, stressing daily activities of the children. Points out interesting aspects of English home life and presents authentic events in a modern school, on the playground, at a cricket match, and at a grocery store. Concludes with a happy family holiday trip by train to a nearby seaside resort. (Primary and Elementary)

ENGLISH INFLUENCES IN THE UNITED STATES (CORONET)

10 minutes—sound $1.80 3

Our American heritage is the gift of many people, but among the strongest influences that have molded our way of life are those that have come from England. This film traces some of the basic influences of the English culture on our own: the idea of democratic action, the body of law; freedom of speech and press, religious tolerance, language and literature, art forms and styles. (Jr. and Sr. High)

ESKIMO CHILDREN (EBF)

11 minutes—sound $1.80 3

Activities of an Eskimo family living on Nunivak Island, off the Alaskan coast. How the Eskimos solve the problems of obtaining food, shelter, and clothing is shown, as well as the tasks of parents and children, their handicraft arts, their recreations, family and community relationships, traditional manners and customs, and the changes resulting from recent outside influence. (Primary through Jr. High)

EVERYDAY COURTESY (CORONET)

10 minutes—sound $1.80 3

Those courteous habits of thought and action which should be used every day are taught by this motion picture. Its theme is that there are certain "skills" involved in courtesy and that the use of these skills allow one to move through many different social situations with a minimum amount of friction and a maximum number of friends. (Elementary and Jr. High)

EVERYMAN'S EMPIRE (USDA)

20 minutes—sound—color $1.20 2

This film deals with the conservation of our natural resources especially in regard to forests and wild life as a part of "everyman's empire". The valuable contribution made by our national forests to the conservation program in our nation's recreation is colorfully revealed. (Jr. High through Adult)

EVOLUTION OF THE OIL INDUSTRY (BM)

34 minutes—sound $1.20 2

Tells a comprehensive story of the petroleum industry, starting with scenes depicting Biblical episodes in which petroleum pitch or bitumen may have been an important material. The story moves rapidly to the Western Hemisphere with scenes of American Indians and later, white men finding beneficial uses for rock oil. As the film proceeds, the Drake well near Titusville, Penn. becomes an actuality and the historical characters of that period are seen in action with the tools they devised. Following this

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Unit Value

historical pageantry, oil well drilling is followed across prairies invading cities and reaching to the waters of the Pacific Ocean. (Elementary through Adult)

EXERCISE AND HEALTH (CORONET)

10 minutes—sound $1.80 3

There is much more to exercise than just building muscles. Ernie was in a run-down condition and sick too often. Jean slouched through life, was awkward and too shy. Hal was "All work and no play" and much too irritable. Yet exercise and participation in athletics helped each of them to overcome a particular difficulty. After enjoying this film story students will know that the right kind of exercise will go a long way toward making them heathier and happier. (Jr. and Sr. High)

EXERCISE FOR HAPPY LIVING (EBF)

11 minutes—sound $1.80 3

Effectively dramatizes the role of exercise in building a strong body and a healthy, happy personality. Depicts a boy's keen disappointment at being only a "substitute" on the neighborhood ball team. Portrays his negative attitude toward exercise both in his school gym class and in performing simple tasks around the house. Reveals by means of a dream sequence in animation the healthy effects of exercise upon muscles and thus stimulates in the body an eagerness to acquire good health habits in exercise. (Primary and Elementary)

EXPERIMENTAL STUDIES IN SOCIAL CLIMATES OF GROUPS (IowaStU)

30 minutes—sound $2.40 4

Shows behavior of groups of boys organized in clubs run on democratic principles, as an autocracy and as a laissez-faire group. Shows responses when groups are changed from one type to another. Graphs and charts give statistics as to group action and reactions. (College and Adult)

EXPLORING TALENT AT INTERLOCHEN (NMC)

30 minutes—sound—color $1.20 2

A beautiful color film of the activities at the National Music Camp at Interlochen. We follow the children through their exciting experiences at the camp. The children make their own reed instruments and enjoy regular camp activities along with their music. (Elemetnary through Adult)

EXPLORING THE UNIVERSE (EBF)

10 minutes—sound $1.80 3

Demonstrates the principles and construction of telescopes. Shows by animation the binaries, trinaries, the variables and why they vary, galaxies and galactic rotation. Shows also what will happen to the Big Dipper in 100,000 years and the theory of the expanding universe. (Jr. High through College)

EYES AND THEIR CARE (EBF)

10 minutes—sound $1.80 3

Emphasizes the importance of good vision and explains the structure of the eyes and their care. (Jr. High through Adult)

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Unit Value

EYES FOR TOMORROW (NSPB)

22 minutes—sound $1.20 2

Stresses good general health as a prerequisite for good eyesight. It also deals with the importance of prenatal care as a means of reducing the amount of blindness caused by syphilis and gonorrhea; the conservation of vision among school children! the use of sight-seeing classes for children with seriously defective vision; the necessity for regular eye examinations; methods of treating glaucoma and trachoma; and the eye hazards of industry. (Jr. High through Adult)

FACE OF THE EARTH (EBF)

12 minutes—sound—color $3.60 6

Dramatically reveals the "wearing down" forces on earth in the action of glaciers, frost, landslides, and running water. In contrast are the "building up" forces demonstrated by volcanic lava and buried sea shell fossils in the rock layers. Portrays the Painted Desert, the Petrified Forest, the Grand Canyon, Zion and Bryce Canyons as illustrations of spectacular geologic formations resulting from the unceasing war between the forces of nature. (Junior High through College) (Geology)

FAMILY LIFE (CORONET)

10 minutes—sound $1.80 3

"Gee, how do they do it? There go the Millers again, off for another day at Crystal Lake!" Once disorganized and hard pressed, we see how through proper home management of schedules, responsibilities, privileges, and finances, they begin to enjoy life as they should. This film creates an awareness of the happiness to be gained from a well-managed home, and outlines a program for achieving it. Church, school and community groups will find this motion picture especially valuable for youth-adult meetings and group counseling. (Jr. and Sr. High)

FAMILY OUTING (NFB)

20 minutes—sound—color $1.20 2

A family camping trip in the Banff National Park. Illustrates provision made for those who wish to pitch a tent and live outdoors in preference to hotel or tourist accommodations. The convenience of the public tourist camps are noted as well as the recreational advantags of the surroundings. Along the superb motor roads leading into the parklands of the Rockies a family car is seen approaching the entrance to the Banff National Park where the family sets up a tent and enjoys a wonderful mountain holiday. We see much of the wild life of the park, trout streams to lure the anglers, backdrops of white capped peaks, the dark green of the vegetation, the sparkle of clear water, which seem ample reward for the small chores of life in the open. (Elementary through Adult)

FAMOUS FISH I HAVE MET (NFB)

10 minutes—sound—color $1.20 2

Greg Clark and Pete McGillen, popular Canadian outdoor columnists tangle over the pleasures of fishing. Greg is delighted and amazed by the fishing displays at the Canadian national sportsmen's show. Pete favors hunting. It takes a lot of fishing to convince the hunter, but the fish are there and Greg claims a convert. The film shows musky and pike drawn from northern lakes, small

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Unit Value

mouth bass, speckled trout caught against a background of Rocky Mountains, coho salmon, Atlantic salmon and tuna. (Elementary through Adult)

FAR WESTERN STATES (EBF)

10 minutes—sound $1.80 3

Describes the economy of the states of Washington, Oregon, California and Nevada, including a brief historical resume of progress made in the use of resources in this great region. Sectional contrasts, with respects to climate, topography, people, and population densities, are shown. Mining, lumbering and agricultural activities are portrayed. (Elementary through Sr. High)

FARM ANIMALS (EBF)

11 minutes—sound $1.80 3

Follows a farmer through a typical day of caring for his animals. Farm scenes include: a newborn calf and colt, young pigs and lambs nursing, a goat and kids frolicking, and the shearing of sheep. Natural sounds are provided. (Primary through Jr. High)

FARM GARDEN, THE (C)

19 minutes—sound—color $1.80 3

Gives an over-all picture of planning and working a garden from March through October—deciding upon vegetables to plant, laying out the garden to take care of early and late crops, preparing the soil, planting at the proper time, the continuous fight against weeds and pests, and finally harvesting the fruits of labor. (Elementary through Adult)

FEDERAL GOVERNMENT: THE PLAN OF ORGANIZATION (CORONET)

13 minutes—sound $2.40 3

Structure and functions of the Federal Government are presented here in a manner designed to give audiences a clear-cut picture and appreciation of its operation. Outlined are the primary divisions of responsibility in government; the reasons for this division and the problems that arise from the many quasi-legislative and quasi-judical boards and agencies. The importance of understanding these things for maintenance of good efficient, responsive government is stressed throughout the film discussion. (Jr. and Sr. High)

FEDERAL RESERVE SYSTEM (StDeptPubInstr)

15 minutes—sound $1.20 2

Graphically explains the purpose and functions of the Federal Reserve System. Shows how the System, growing naturally out of a national need, was devised to meet certain economic conditions. Covers the period from the money panic of 1907 through World War II, emphasizing historical high spots in the System's development as well as important contributions made by several national leaders. (Jr. and Sr. High)

FEDERAL TAXATION (CORONET)

10 minutes—sound $1.80 3

Documenting our entire system of federal taxation, this film lucidly outlines personal and corporation income taxes, excise taxes and taxes on luxuries and special services . . . graphically relating each to the basic questions of 1) How do we pay taxes? 2) Why do we pay taxes and 3) What do we get for our tax money? (Jr. and Sr. High)

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Unit Value

FEEDING FARM ANIMALS (USDA)

19 minutes—sound $1.20 2

Shows the basic principles of feeding farm animals. An experienced farmer gives advice to his neighbor, a young farmer, on what and how he should feed his stock. The "how" and "why" of proteins, carbohydrates, fats, vitamins, minerals and water are graphically illustrated. This film is a lesson in nutrition and of direct value to farmers. (Primary through Sr. High)

FELTBOARD IN TEACHING (WayneU)

9 minutes—sound—color $3.00 5

Suggests use which the classroom teacher may make of the felt-board—also known as the visual board, feltogram, flannelgraph. (Adult)

FIELD TRIP (VaEduDept)

10 minutes—sound—color $2.40 4

Instructions on how to plan and make a field trip using a trip to Dismal Swamp as an example. Made for parents and teachers with the cooperation of the Norfolk County School Board. (College and Adult)

FIELD TRIP TO A FISH HATCHERY (CORNET)

10 minutes—sound $1.80 3

A class takes a film trip to a fish hatchery and they discover the answer to the following questions: "Why do we have fish hatcheries? What do they look like? What happens there? How do fish live? In this interesting film, you will see fish eggs taken from the female, fertilized, hatched and developed from fry into fingerlings. Important details about the structure of fish and how fish are planted in the streams and lakes are also included. An excellent study in field-trip techniques, conservation, biological science and reading background. (Elementary and Jr. High)

FIESTAS OF THE HILLS (CIAA)

10 minutes—sound $1.80 3

A colorful pictorial record of the religious fiesta of the Via Crusis in Mexico. Also shown is the pilgrimage to Chalma. Symbolic dances and elaborate processions add to the interest of the film. (Jr. High through Adult)

FIND THE INFORMATION (CORONET)

10 minutes—sound $1.80 3

Your students will learn how to find information quickly through this study of many widely used indexes. With Al and Bob, who are preparing an index on atomic energy, they will learn how to use the library card file and such general reference sources as The Reader's Guide to Periodical Literature, Who's Who in America, and The World Almanac . . . each an invaluable aid in efforts to Find the Information. (Jr. and Sr. High)

FINDING YOUR LIFE WORK (M)

20 minutes—sound $3.00 5

Opening with an attractive picture of a boy fishing, this film quickly leads up to the fact that experienced fishermen are particular about their baits. In getting a job, the baits required are personality, training and experience. These points are then discussed: your strong points, weaknesses, likes and dislikes, in-

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Unit Value

telligence and accomplishments, hobbies, determination, economic assets, and what you really want to do. A fine film. (Jr. High through College)

FINGERS THAT SEE (NC STATE SCHOOL FOR BLIND)

20 minutes—sound—color $1.20 2

The story of the North Carolina State School for the Blind at Raleigh, N. C., showing the training and activities of the students there. (All age groups)

FIRE (EBF)

10 minutes—sound $1.80 3

Describes domestic uses of fire, principles of combustion, nature of fire hazards, and principles of fire-extinguishing. Indicates fire is useful for waste disposal, production of heat for cooking, warmth and light. Explains combustion, regulation of gas and air in a stove, regulation of draft in a coal furnace. Dramatizes home fire hazards, methods for extinguishing fire, and why fire ceases to burn. (Elementary through College)

FIRE PREVENTION IN THE HOME (EBF)

13 minutes—sound $1.80 3

Employs an interesting story treatment to make youngsters aware of important aspects of fire prevention in the home. Demonstrates proper use of matches and of a home-type fire extinguisher. Illustrates careful investigation of electric outlets and of making fire prevention a family matter in which youngsters and parents cooperate. (Primary and Elementary)

FIRE WEATHER (USWB)

20 minutes—sound $1.20 2

Shows methods of fire protection, devices for assembling and evaluating weather reports, maps made daily by the forest protection service and the fire weather trucks. (Jr. High through Adult)

FIREMAN (EBF)

11 minuts—sound $1.80 3

The organization and activities of a company of firemen in a modern city. A real fire affords an opportunity to observe the firemen answering the alarm and extinguishing the blaze with the latest type of fire-fighting apparatus. (Primary through Sr. High)

FIRST AID ON THE SPOT (EBF)

10 minutes—sound $1.80 3

Features six common types of injuries or disabilities and the approved first-aid technique. Demonstrates the approved American Red Cross technique for handling each specified case. The film provides demonstrations for caring of wounds, burns, and shock; of splinting, controlling bleeding; and of administering artificial respiration. (Jr. High through Adult)

FIRST AID—Wounds and Fractures (EBF)

10 minutes—sound $1.80 3

Illustrates proper ways of determining the nature and extent of injuries, summoning medical help, preventing hemorrhage, applying splints, and avoiding shock. (Jr. High through Adult)

FIVE COLORFUL BIRDS (CORONET)

10 minutes—sound—color $3.00 5

In their natural habitats, five of America's most colorful birds—the goldfinch, cedar waxwing, yellow-headed blackbird, red-headed

(Consult page 19 for Club Rental Plans.)

Unit Value

woodpecker and bluebird have been photographed feeding, nesting, and rearing their young. Kodachrome effectively contrasts the dull garb of the female bird with the brilliant plumage of the male. (Elementary and Jr. High)

FLATBOATMEN OF THE FRONTIER (EBF)

10 minutes—sound $1.80 3

Reveals how the early settlers of the Ohio Valley were required to be Farmer Boatmen through their dependence on the soil for livelihood and on the rivers for transportation. Good frontier personalities, speech and music are interwoven throughout. (Elementary through Sr. High)

FLOOD WEATHER (USWB)

30 minutes—sound $1.20 2

Complete study of the ways of determining the weather, and recording and forecasting the flood stages of rivers. Scenes depict the flood waters of the Potomac in 1936 and those of the Ohio Valley in 1937. (Jr. High through Adult)

FLOW OF ELECTRICITY (YA)

10 minutes—sound $1.80 3

This film explains the factors which affect the flow of electricity through a simple electrical circuit, introduces the electron theory and shows the application of a simple circuit in a home situation. The film is built round the inquiries of Betty and Bob. (Elementary and Jr. High)

FLOWERS AT WORK (EBF)

11 minutes—sound $1.80 3

The parts and the physiology of plant flowers are artistically presented by animation. Time-lapse photography interspersed with animation then presents various types of flowers and different methods of pollination. Relation of insects to cross-fertilization of flowers is clearly illustrated. (Elementary through Adult)

FLYING A KITE (EBF)

7 minutes—sound—color $1.80 3

This delightful little film does not give guidance for kite-flying, but it does motivate reading for children in the primary grades. By means of a simple story of happy home and family relations and childhood activities, the child's interest is immediately captured by the familiar, humorous situations: a family picnic, a kite, a pesky old billy goat, and a frisky dog who turns out to be a hero.

FOOD STORE (EBF)

11 minutes—sound $1.80 3

Jack and Ann help their mother with the Saturday marketing in the local self-service store. They see that different wholesalers supply the local store with dairy products, baked goods, and prepared packaged food. The children and other customers line up at the cashier's counter and then they load the groceries in Jack's wagon to carry them home. (Primary through Jr. High)

FOUR WAYS TO DRAMA (U. of Calif.)

33 minutes—sound $3.00 5

A short dramatic episode is presented in four versions: for stage, radio, television, and motion pictures. The requirements for each medium are pointed out.

(Consult page 19 for Club Rental Plans.)

Unit Value

FORWARD A CENTURY (BIS)

28 minutes—sound $3.00 5

Presents a contrasted picture of industrial and social life in Britain in terms of the Exhibitions of 1851 and 1951.

FOODS AND NUTRITION (EBF)

11 minutes—sound $1.80 3

Animated treatment portrays normal dietary requirements of carbohydrates, fats, proteins, minerals, vitamins and water. (Sr. High through Adult)

FOOTBALL TODAY (OSFS)

30 minutes—sound ..... per day $2.00

Play situations illustrating football rules. The kick-off followed by: violations of the snap—delay of the game—rights of the kicker and receiver on punt formation—methods of substitution—types of fumbles, passes and handed ball—protection for passer and kicker. Scenes are frozen, suspending action permitting audience to follow official's decision. (Jr. High through Adult)

FOR HEALTH AND HAPPINESS (C)

10 minutes—sound—color $1.80 3

Shows the importance of good food and exercise in building strong, healthy bodies, and correct development of the body from babyhood to adulthood, with suggested diets and physical activities. (Jr. High through Adult)

FOR SOME MUST WATCH (AM. LIFE INS.)

30 minutes—sound $1.20 2

An absorbing documentary film that tells the dramatic, behind-the-scene stories of the people in a typical American community—the problems that face the community and those who live there. Told and acted by the townspeople themselves. Every incident is true, recorded as it happened. (Sr. High through Adult)

FOR US THE LIVING (Prop.-Assoc.)

18 minutes—sound—color $1.20 2

The intent and purpose of the picture is to assist viewers in realizing how industry and government cooperate to make American drugs and medicines the purest, safest and most effective in the world. (Jr. High through Adult)

FORCE AND MOTION (CORONET)

10 minutes—sound $1.80 3

Here we see how a boy's curiosity leads him to investigation and comprehension of force, mass, acceleration, and their interrelationships. The film also portrays visually the effects of the basic laws of mechanics and Newton's Three Laws of Motion, and introduces the student to such terms as inertia, momentum and reaction. (Jr. and Sr. High)

FORCE OF GRAVITY (YA)

10 minutes—sound $1.80 3

Explains the theory of gravity and its observable effects. (Elementary)

FOREST CONSERVATION (EBF)

10 minutes—sound $1.80 3

Strikingly calls attention to the many ways in which man has de-

(Consult page 19 for Club Rental Plans.)

Unit Value

pleted the forest by greedy and ignorant exploitation for his own gain. Graphically forecasts the dire results of this exploitation if it is continued. Suggests finally what is being done, and must continue to be done, in order to save the forest and its vast resources. (Jr. and Sr. High)

FOREST RANGER (C)

33 minutes—sound $1.80 3
Explains the duties and services performed by forest rangers, and, being rich in natural scenic effects, lends itself readily to a variety of curricular applications. (Elementary through Adult)

FOREST TREASURES (VENEER)

25 minutes—sound $1.20 2
World wide search for rare woods and the story of their utilization in plywood and veneers from Egypt of the Pharaohs to England's luxury liner the "Queen Mary." (Elementary through Adult)

FOX AND THE ROOSTER (EBF)

11 minutes—sound—black and white $1.80 3
This charming adaptation of one of Aesop's fables points up the moral that even a clever schemer can be outwitted when good friends help each other. Real animals play all the roles. (Primary and Elementary)

FRANCE: BACKGROUND FOR LITERATURE (CORONET)

10 minutes—sound $1.80 3
Students go to the France of Hugo, Balzac, de Maupassant, Dickens and Poe to see for themselves the places where their famous stories were set. Here the moods and emotions of France are captured and presented as an authentic background for discussion and special class projects. (Jr. and Sr. High)

FRANCE—Food for Paris Markets (UWF)

20 minutes—sound $3.00 5
How large cities depend upon productive rural hinterlands to supply them with food, is the lesson presented in this film. Paris, the "primate" city of France, is one of the largest four cities on the mainland of Europe. Fortunately it can be reached easily from all parts of the country. And equally fortunate, France has within its borders many areas of fertile land. Hence, France can feed the people of Paris and the rest of the country. It is one of the Western European countries which has achieved a large degree of self sufficiency in food supply. (Elementary through Adult)

FRANK AND HIS DOG (EBF)

7 minutes—sound—color $1.80 3
Happy home and family relations, familiar and exciting to children, form the basis of this film designed especially to motivate reading in the primary grades. It features the Saturday morning antics and pranks of Penny, the Baxter family dog, who gets into all kinds of mischief. But in spite of scoldings, Penny knows the Baxters love him.

FRANKLIN, BENJAMIN (EBF)

20 minutes—sound $2.40 4
Events in the life of the great American statesman, writer, scientist and diplomat, starting with an opening sequence on young

(Consult page 19 for Club Rental Plans.)

Unit Value

Franklin sweeping out the printing office of his brother James to whom he was apprenticed, and leaving him at the age of eighty-one, giving his message to the Constitutional Convention on the day that the Constitution was signed—an honored man who conributed much to the work in his long and varied career. (Elementary through Adult)

FRANK TENDS THE GARDEN (EBF)

7 minutes—sound—color $1.80 3

This film presents a simple story involving familiar home and family relations familiar and interesting to children. It has been designed to serve as an incentive for reading among primary grade youngsters. It depicts the frolicking good time had by Frank, sister Jean, and their pets as they water the garden and take a shower under the hose. (Primary and Elementary)

FRED MEETS A BANK (CORONET)

10 minutes—sound $1.80 3

Fred's introduction to a bank gives the inside story on banking procedures. He learns about handling checks, opening savings accounts and securing loans. His tour behind the scenes takes us through the different departments—all the way from safety deposit rental through bookkeeping. (Elementary)

FREEDOM TO LEARN (NEA)

27 minutes—sound—color $1.20 2

This film shows that modern schools prepare our children to assume their responsibility as a good citizen. It explains that respect for fact, constant search for the truth, and knowledge of the world as it actually is are essential in this preparation.

FREEDOM TO READ (NEA)

14 minutes—sound $1.20 2

A member of a community group points out the danger of aiding Communism by having books in the public library which help their cause. The librarian argues that the books be retained in the library. She recalls the words of Jefferson and Voltaire and claims that it is in the democratic tradition that all points of view be considered. The issue is then put to the audience to decide. (Jr. High through Adult)

FREEZING FRUITS AND VEGETABLES (USDA)

15 minutes—sound—color $1.20 2

Shows how to prepare and package fruits and vegetables for freezing in home freezer or in commercial locker plant. Illustrates with step-by-step close-ups recommended methods for corn, broccoli, strawberries, and peaches. Demonstrates special home-made equipment for filling and sealing packages. Gives you the answer to such questions as: How long to scald vegetables, how to keep fruit from darkening, how to sweeten fruit, and how to seal different types of containers. (Sr. High through Adult)

FREMONT, JOHN C. (EBF)

20 minutes—sound $2.40 4

Dramatizes important and significant events in the rich, full life of John C. Fremont, cartographer, explorer, military general, presidential candidate, and territorial governor. Begins with Fremont's government work as explorer and map-maker in the Mississippi valley and the West. Calls attention to his association

(Consult page 19 for Club Rental Plans.)

Unit Value

with Kit Carson, and his part in the Mexican and Civil Wars. Recalls his defeats for the Presidency and his eventual appointment as territorial governor of Arizona. (Jr. and Sr. High)

FRENCH CANADIAN CHILDREN (EBF)

11 minutes—sound $1.80 3

Describes the home, school and community life of children in a French-Canadian farm family. Old World influences affecting the speech, manners, and customs of these northern neighbors are striking. (Primary through Sr. High)

FRENCH CHILDREN (EBF)

10 minutes—sound $1.80 3

Provides an interesting and enjoyable visit with a farm family living in Brittany in Western France. Emphasizes family living, showing the work of each member of the family and revealing customs and traditions. Includes characteristic activities in the village school, and a trip to a neighboring town. Offers glimpses of the French countryside including an old castle. (Primary and Elementary)

FRENCH INFLUENCES IN NORTH AMERICA (CORONET)

10 minutes—sound $1.80 3

From the Gulf of the St. Lawrence to the mouth of the Mississippi, the great French Empire in North America left a profound influence upon the culture of this continent. The living evidences of that culture on our own language, dress, architecture, religion and art forms are the theme of this visual history motion picture. Authentic historical locations from Quebec, Canada, to former forts and trading posts of the middle west down to the bayous of Louisana, document the widespread movement and influence of French explorers. (Jr. and Sr. High)

FRENCH MOROCCO—Desert Nomads (UWF)

20 minutes—sound $3.00 5

This film presents the life of Nomads who are found in some dryland regions of the world. We see tribes of nomads in the Sahara, south of the Atlas Mountains, wandering from place to place in search of grass for their animals, but always returning to the oasis to exchange their products for agricultural crops. These people, like all desert tribes, are dependent upon the camel for transportation. (Elementary through Adult)

FRICTION (YA)

11 minutes—sound $1.80 3

This film introduces the student to the nature of friction as a restraining force with which he must contend in everyday life. It explains the ways in which we try to reduce friction when it is undesirable, and the ways in which we try to increase it when it is helpful. (Elementary)

FRIENDSHIP BEGINS AT HOME (CORONET)

15 minutes—sound $2.40 4

During adolescence, we grow away from our families. While this process is natural and desirable, it is also difficult and disturbing. This film is directed to the adolescent, stating as vividly and as emphaticaly as possible the importance of valuing the friendships in the home—the fun of doing things with the family group. Designed for guidance programs, it is useful to home economics teachers and for general groups as well. (Jr. and Sr. High)

(Consult page 19 for Club Rental Plans.)

Unit Value

FRISKY, THE CALF (CORONET)

10 minutes—sound $1.80 3

The story of a lovable little calf, taking children into the barnyard where they see how the animal is handled. Designed to stimulate youthful interest in the world about them and to provide a background for reading and discussion. (Primary and elementary)

FROG, THE (EBF)

10 minutes—sound $1.80 3

The entire life cycle of the frog is presented, aided by many stop-motion scenes and microscopic views. The development of the embryo is thus brought to the screen in a continuous scene of only a few seconds. The changes taking place in the tadpole stage are carefully portrayed. (Elementary through College)

FROM CREEPING TO WALKING (EBF)

10 minutes—sound $1.80 3

This film illustrating the correlation of abilities continues the study begun in POSTURE AND LOCOMOTION. (Sr. High through Adult)

FROM ONE CELL (AM. CANCER)

10 minutes—sound—color $1.20 2

Presents the subject of embryonic, regenerative, and degenerative cell behavior. Beginning with the fertilized egg-cell and proceeding through the various sequences rapidly review the phenomena of generative growth. Then moves on to regenerative growth in the repair and replacement of bodily tissue. Finally, the abnormal growth of cancer is presented. Designed for biology classes. Not recommended for use in general school assemblies. (Sr. High through Adult)

FROM TEE TO GREEN (NFB)

12 minutes—sound—color $1.20 2

A tour of fine Canadian golf courses, from Newfoundland to Vancouver Island. Setting out to hitch-hike across the country, a youngster earns his way by caddying at courses in each province: St. Georges, Toronto, Laval-sur-le-lac; near Montreal, Capilano, Vancouver and others, including the courses in such national parks as Prince Albert, Sask, Banff, Jasper-Alberta and Green Gables. (Jr. High through Adult)

FROM TOE TO TIP (GP)

10 minutes—sound $1.80 3

A specific film on posture for girls, written as an incentive subject. Bonnie, 14, dressed formally, starts from her home with her escort for a party. She is graceful and poised, and the film cuts back to show the attention she pays to posture. Bonnie, now in gymnasium dress, demonstrates correct posture in motion, re-emphasizes it through diagrammed stills, and practices corrective exercises. It is explained that she does these exercise routinely. The posture exposition begins with the feet and includes knees, hips, stomach, chest, shoulders, and head, each pictured and discussed separately. Bonnie is treated as an average girl and where her own posture errs, this is brought out. (Jr. High through College)

(Consult page 19 for Club Rental Plans.)

Unit Value

FROM TREES TO LUMBER

14 minutes—sound—black and white $1.20 2

Follows the manufacture of lumber from seedling to sawlog and through the mill. Stresses need for sound forest management to guarantee future supply. (Elementary to Adult) (Natural Resources) (Social Studies)

FROM TREES TO PAPER (AM. FOREST PROD.)

13 minutes—sound $1.20 2

Shows by dramatic photography and simple diagram how paper is made from trees. It also tells how scientific forest management assures growth of repeated crops. (Elementary through Adult)

FRUITS, VEGETABLES, AND COOPERATION (USDA)

28 minutes—sound $1.20 2

Benefits of cooperative market-growing and co-operative marketing of celery, lettuce, potatoes, cherries, cranberries, mushrooms, peaches, apples and citrus fruits. (Jr. High through Adult)

FUELS AND HEAT (EBF)

11 minutes—sound $1.80 3

Explains the use of carbon in fuels, the manufacture and storage of carbohydrates by plants, the way coal and oil were produced by nature, and how man extracts them. The process of combustion is portrayed by animation. Describes molecular action in portraying the relation of heat to temperature. Steam and internal combustion engines are explained. (Jr. High through College)

FUN IN FOOD (GATEWAY)

10 minutes—sound—color $3.00 5

This film is dynamic presentation of the food constituents, their sources and their functions, calculated to impel one to think more in terms of the value of a balanced diet. For example, the common sources of calcium are shown, then a visual comparison is made between the value of calcium to our bones, the foundations of our bodies, and the value of foundations to buildings. Care has been taken to illustrate the material with foods in varying budget levels. (Primary through Jr. High)

FUN OF BEING THOUGHTFUL (CORONET)

10 minutes—sound $1.80 3

Behind courtesy, behind all social adjustment, lie the complex skills involved in insight into the motives, tastes and desires of others. We call this insight thoughtfulness and it is expressed in hundreds of small and large ways . . . in speech, silence, action and inaction. Thoughtfulness is shown here to be the intelligent exercise and application of a few social skills: noticing what others like and want—and acting accordingly. (Jr. and Sr. High)

FUN OF MAKING FRIENDS (CORONET)

10 minutes—sound $1.80 3

What are the values of friendships? How do you make friends? How do you keep friends? There are a few points about friendship that are dealt within this unique and helpful production. THE FUN OF MAKING FRIENDS helps teachers guide classes to a realization of what friends are and how easy it is to be friendly. (Elementary)

(Consult page 19 for Club Rental Plans.)

Unit Value

FUN THAT BUILDS GOOD HEALTH (CORONET)

10 minutes—sound $1.80 3

All children need to learn many different kinds of play—in groups or alone—at active physical activities or at quiet games and pastimes. By presenting a variety of choices of recreation in terms of good times and good health, this film will have a direct effect on the play activities of children. (Elementary)

FUNDAMENTALS OF ACOUSTICS (EBF)

10 minutes—sound $1.80 3

The phenomenon of hearing and the modification of sound between the source and the hearer are emphasized in this film. The specific elements explained or demonstrated are velocity of sound, refraction, range of hearing, lowering intensity, attenuation in air, eliminating high and low frequencies, reverberation and focusing of sound. (Jr. and Sr. High)

FUNDAMENTALS OF DIET (EBF)

10 minutes—sound $1.80 3

Outlines the types of animals with respect to their food habits and the classes of food which man has learned to eat. The uses of food in the human body are shown. Experiments with animals illustrate the results of a number of food deficiencies. (Jr. High through College)

FUNDAMENTALS OF TENNIS (YA)

20 minutes—sound $1.80 3

Famed tennis player Donald Budge illustrates and discusses the techniques of good tennis. Backhand, forehand and service strokes are carefully analyzed. Special attention is given to correct footwork. (Jr. High through College)

FUNDO IN CHILE (OIAA)

20 minutes—sound $1.20 2

A contrast of the new farming methods with the old on the large fundos (ranches) of Chile. Special emphasis is laid on the trends toward modernization. There are good sequences too, concerning the daily life of the fundo workers and their families. (Elementary through Adult)

FUNDY HOLIDAY (NFB)

10 minutes—sound—color $1.20 2

Newest of Canada's National Parks, on the Bay of Fundy in New Brunswick, provides eighty square miles of varied vacation pleasure. Through the eyes of vacationers we see the scenic panorama of the Park—shimmering seascapes, white beaches, a crimson sunrise, and dense forests harboring wild life. Enticing pastimes to suit every taste abound including the summer courses at the New Brunswick School of Arts & Crafts. (Elementary through Adult)

FUNGUS PLANT (EBF)

10 minutes—sound $1.80 3

Emphasis is given to the various mushrooms whose growth and reproduction are illustrated by time-lapse photography and animation. Molds and other fungi are also presented by these same techniques. Their economic importance is indicated. (Elementary through College)

(Consult page 19 for Club Rental Plans.)

Unit Value

FUR TRAPPER OF THE NORTH (EBF)

10 minutes—sound—color $3.60 6

A vivid and authentic portrayal of the rugged life of the fur trapper in the northern wilds. Depicts his summer and early autumn preparations, and dramatically illustrates autumn and winter trapping activities. Follows through to the coming of spring with the break-up of the ice, and the end of the trapping season. (Elementary and Jr. High)

FURNITURE CRAFTSMAN (EBF)

11 minutes—sound $1.80 3

Describes the roles of the designer and skilled craftsmen in making custom-built furniture. Pattern making, laying out, band sawing, power planing, joining, lathe turning, grooving, gluing, carving, and finishing stages are studied in closeup detail. The interrelation of hand and machine-tool operations and skills required for precision wood-cutting are demonstrated. (Elementary through Jr. High)

FURY IN THE PACIFIC (OWI)

20 minutes—sound $1.20 1

This is the first film produced jointly by the armed forces for public showing, combining footage from the Army, Navy, Marine Corps, Coast Guard, and Army Air Forces. It unfolds with dramatic vigor the problem of a typical combined amphibious action in the Pacific. (Jr. High through Adult)

GALILEO'S LAWS OF FALLING BODIES (EBF)

6 minutes—sound—black and white $1.20 2

Designed especially to provide perfectly executed experiments related to Galileo's laws. Utilizes techniques of slow motion and freeze frame photography, to provide unique visual effects possible only through the film medium. Recreates experiments with the inclined plane and freely falling bodies both in the atmosphere and in vacuum. (High School) (Physics)

GARDEN FOR VICTORY (BH&G)

11 minutes—sound $1.20 2

Planting and care of victory gardens; explains the role food plays in total war. (Jr. High through Adult)

GARDENING (EBF)

10 minutes—sound $1.80 3

Follows a boy and girl through a garden-raising project from the selection of seeds to the harvesting of the crops. Attention is directed to aspects of soils, growth, role of the sun, insect, pests, and to the various parts of plants used for food—leaves, stems, buds, and roots. (Primary through Sr. High)

GEOGRAPHY OF AUSTRALIA (YA)

11 minutes—sound $1.80 3

A concise treatment of the geography of the Australian continent. (Elementary through Sr. High)

GEOLOGICAL WORK OF ICE (EBF)

11 minutes—sound $1.80 3

The major portion of this film is devoted to the story of glaciers, the types of glaciers, formation, glacial movement, gradation

(Consult page 19 for Club Rental Plans.)

Unit Value

and transportation by glaciers, topographical results of glacier activities as evidenced by moraines, eskers, striated and grooved rocks, cirques, hanging valleys and fjords. (Jr. High through) College)

GEOMETRY IN ACTION (LF)

10 minutes—sound $1.80 3

Presents a new and exciting aspect of geometry, giving a broader understanding of how it can be applied to nature, the home, work and play. (Sr. High and College)

GETTING A JOB (EBF)

16 minutes—sound—black and white $2.40 4

Through the experiences of Edward Bartly and three of his classmates, this film explores the variety of leads which are open to high school students in search of a job. It also describes how to use the many aids to job hunters such as personal history, the application letter, and the letter of recommendation. (Guidance)

GETTING ALONG WITH PARENTS (EBF)

14 minutes—sound $2.40 4

Takes a close look at the question of mutual respect between teen-agers and their parents. Six High School students decide to visit a night club after the Junior Prom. Their parents oppose the project for different reasons, disclosing varied family backgrounds and attitudes. The film points out that here, as with all problems, there are two sides and that both sides have a right to be heard. (Guidance)

GIFT OF GREEN (SI)

20 minutes—sound—color $1.20 2

Presented by the New York Botanical Garden to show how the green plant holds the key to all life on earth. Explains in nontechnical language how the green plant, with the aid of sunlight, builds food from water and air. (Jr. High through Adult)

GIFT OF TS'AI LUN—PAPER (HAM)

38 minutes—sound $1.20 2

Explains paper-making, beginning with the forests of Canada where oldest spruce trees are used. The early scenes show how paper was first manufactured in China. (Elementary through Sr. High)

GLASS: FROM THE OLD TO THE NEW THROUGH RESEARCH (EBF)

20 minutes—sound—black and white $3.00 5

Unfolds the story of progress in glass and explains how glass contributes to a high standard of living. Identifies major types of glass by providing exciting scenes filmed in glass factories.

(Consult page 19 for Club Rental Plans.)

Unit Value

Shows the specialized departments that direct modern industries such as glass and emphasizes research, the most recent member of the industrial team to attain importance. (High School and Adult) (Economics) (Social Studies)

GLEN WAKES UP (YA)

11 minutes—sound $1.80 3

A dramatic presentation of the importance of being a "good citizen," designed to stimulate a desire to share responsibilities and privileges, and to build desirable attitudes toward the individual's relationships with others in home, school and community, This is the story of Glen, a young boy who begins to feel that everyone has turned against him; of the strange visit he has one night with Mr. X; and how Glen discovers that life holds more pleasure and more satisfaction when he shoulders his share of the responsibilities. (Elementary and Jr. High)

GLOBAL CONCEPTS IN MAPS (CORONET)

10 minutes—sound—color $3.60 6

Through a student's investigation of maps, audiences will get a clear understanding of these globe representations. How these projections have been designed and improved to meet different uses in the changing world are shown. A simple demonstration of the great circle routes on a polar projection introduces cylindrical, conic and perspective projections with a summary of the practical application of each. (Jr. and Sr. High)

GOING STEADY (CORONET)

10 minutes—sound $1.80 3

Regular dating is a normal step in the progress toward engagement and marriage and should be understood as such. Whether teen-agers realize it or not, "going steady" offers problems and disadvantages, especially for younger teens. So this motion picture raises for discussion such important questions as "When are you old enough to go steady: What disadvantages are there to it? How can you terminate the steady relationship if it seems an unsound one, without hard feelings?" (Jr. and Sr. High)

GOLDEN FOODS (C)

22 minutes—sound—color $1.20 2

A visualization of the U. S. Government basic 7 food chart. One-half of the picture is devoted to recipes containing citrus fruits. (All age groups)

GOOD EATING HABITS (CORONET)

10 minutes—sound $1.80 3

When youngsters see how Bill becomes ill because of improper eating habits, they're sure to take a new interest in the proper way to eat. They'll see how important it is to eat slowly, chew foods thoroughly, avoid excessive sweet foods, and why they should eat what is served to them at mealtimes. (Primary)

GOOD NEIGHBOR FAMILY (OIAA)

20 minutes—sound $1.20 2

Similarities and differences of Latin American and North American family life significantly explained to better understanding and unity between the Americas. (All Ages)

(Consult page 19 for Club Rental Plans.)

Unit Value

GOOD SPORTSMANSHIP (CORONET)

10 minutes—sound $1.80 3

Here is a film that not only clearly demonstrates what good sportsmanship is, but motivates a desire on the part of the individual to "be a good sport" himself. Through lively and dramatic story situations, the audience sees a number of examples of individual sportsmanship in action. In these the importance of individual sportsmanship in all phases of daily living is emphasized. (Elementary)

GOOD TABLE MANNERS (CORONET)

10 minutes—sound $1.80 3

Good table manners depend primarily upon attitude. Here this important factor is developed by showing that table manners are a matter of courtesy, consideration for others and common sense. Through an unusual dramatic device in which a 14-year-old boy is brought face-to-face with himself as a young man of 21, audiences will see that they soon will be entering an adult world in which they will be constantly concerned with making a good impression. (Jr. and Sr. High)

GOODBYE MR. GERM (TB)

14 minutes—sound $1.20 2

Animated cartoons and photographs of actual scenes. The germ of tuberculosis tells his life story to Professor Buzel, who has discovered how to talk to germs. (Elementary through Adult)

GRACIAS AMIGOS (OIAA)

15 minutes—sound $1.20 2

The dramatic story of the contribution made by our neighbor southern republics to the winning of the World War II by furnishing raw materials rapidly when other sources of the same materials were cut off. Rubber, nitrates, quartz, sisal, tin, manganese are only a few of these. Someone had to furnish these needed materials—someone had to want to furnish them. This is a story of the good neighborliness of it all. (Elementary through Adult)

GRASSLANDS (USDA)

10 minutes—sound $1.20 2

Discusses the problem of soil conservation on the grazing lands of the arid Southwest. Sheep and cattle on the range and approved methods of attack on the evils of overgrazing. (Elementary through Adult)

GRAVITY (CORONET)

10 minutes—sound $1.80 3

This common but important subject is clearly presented in this film through the medium of a variety of everyday examples that all can understand and appreciate. Students are made aware of the force of gravity and are helped to understand its principles. Attraction in relation to mass and distance and the effect of gravity on our Solar System are demonstrated and explained. "Mutual attraction between all bodies" is also made clear through demonstrations and explanation. (Jr. High)

GRAY SQUIRREL (EBF)

11 minutes—sound $1.80 3

Portrays the life of this interesting little animal. Baby squirrels

(Consult page 19 for Club Rental Plans.)

Unit Value

are taught to play and climb. Squirrels from age of one week until they are grown are studied. (Primary and Elementary)

GREAT BRITAIN—Trade and Industry (UWF)

20 minutes—sound $3.00 5

Great Britain became a great world power because of her intensively developed industrial potential, a large highly skilled labor force, a transportation system and shipping facilities which have made it posible to import raw materials and ship out manufactured goods at low cost. The film opens in London, nerve center of the British Empire. An animation sequence locates Britain's industries, natural resources, and transportation facilities. The film presents a British family and follows its varied members as they go about their tasks in shipyards, factories and coal mines. (Elementary through Adult)

GREAT LAKES AREA, USA, (Buffalo, N. Y.) (UWF)

20 minutes—sound $3.00 5

In an intensely interesting fashion, this film demonstrates the fact that industrial centers tend to develop where there is a natural focus of trade routes facilitating the supplying of raw materials and the marketing of finished products. Through the eyes of a group of Sea Scouts, we see the basis for the development of Buffalo at the juncture of the twelve large railroads, the terminus of water routes of supply, and near the source of a limitless supply of cheap electric power. (Elementary through Adult)

GREAT LAKES—HOW THEY WERE FORMED (EBF)

11 minutes—sound—color $3.60 6

Uses animated drawings and live action photography to depict the work of glaciers in forming the Great Lakes thousands of years ago. Clearly defines the present-day drainage of the Lakes and the physical characteristics of Niagara Falls. Photography of the Lakes and of the region around the Falls illustrates topographical changes which are occurring at the present time. (Elementary and Jr. High)

GREAT LAKES: LINK WITH OCEAN SHIPPING (EBF)

12 minutes—sound $1.80 3

Portrays the Great Lakes as a water route between a region of vast natural resources and the Atlantic Ocean. Depicts Niagara Falls and the rapids and islands of the St. Lawrence River as natural barriers affecting shipping between the Lakes and the Atlantic. Shows the Welland and St. Lawrence River Canals in operation and explains how they have helped overcome these barriers. (Elementary through Adult) (Geography)

GREECE (MOT)

16 minutes—sound $1.80 3

The film shows the heroic struggles of the people of Greece, both during and since the war, as well as the efforts being made for the reestablishment of economic and political order. (Jr. High through Adult)

GREECE—On Mediterranean Shores (UWF)

30 minutes—sound $3.00 5

By their three level system of farming the people of Greece obtain a large part of their food supply. Their proximity to the sea en-

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ables them to augment their food supply by fishing during the season when the land is too dry for farming. A few export crops provide funds with which the people of Greece supplement their relatively poor economy. This is basically the story of a poor people in a poor land, but wringing from the land all that it can provide. (Elementary through Adult)

GREEK CHILDREN (EBF)

16 minutes—sound $2.40 4

Daily activities of a boy and girl of Galazidi, a fishing village in southern Greence. Includes a sequence of a trip to Athens in a fishing boat. (Primary through Sr. High)

GROUND WATER (EBF)

10 minutes—sound $1.80 3

The film brings to attention many phenomena that take place below the surface of the earth. Artesian wells, springs, water table, caves, and wells, are explained by animated drawings and illustrated photography. Geysers, sink holes, petrifaction, concentration of useful minerals, and geode fillings are explained by outstanding examples in the U. S. (Jr. High through College)

GROW YOUR OWN (USDA)

20 minutes—sound $1.20 2

This picture sets forth in light vein the essentials of good gardening. Preparation of the soil, how to lay out a garden, planting, transplanting, cultivating, weed and pest control, and watering. A "dream" sequence shows by stop motion photography how plants grow. Closes with a series of humorous "DONT'S" designed to bring home, through exaggeration, the many pitfalls that might mar the success of an amateur gardener. (Elementary through Adult)

GROWING GIRLS (EBF)

13 minutes—sound $1.80 3

Presents the physiological aspect of menstruation. Concluding sequences deal with the personal habits and cleanliness during the menstrual period, emphasizing the need for rest and relaxation, proper exercise, diet and personal protection. (Jr. High through Adult)

GROWTH OF FLOWERS (CORONET)

11 minutes—sound—color $3.60 6

Presents the growth and life of roses, orchids, jack-in-the-pulpits, daffodils and iris. We see all these flowers emerge from the bud and burst into full bloom. (Jr. High through College)

GROWTH OF INFANT BEHAVIOR: EARLY STAGES (EBF)

10 minutes—sound $1.80 3

The activities and responses of an infant seated in a small chair in a photographic dome are recorded. Simultaneous side-by-side projection gives a comparison of the same infant at different ages. There are also animated diagrams. (Sr. High through Adult)

GROWTH OF INFANT BEHAVIOR: LATER STAGES (EBF)

10 minutes—sound $1.80 3

This is a demonstration of the increasing ability of the infant to use his hands in manipulating objects. The growth of the prenatal

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hand is also shown, by a series of animated drawings. (Sr. High through Adult)

GUADALAJARA (OIAA)

18 minutes—sound—color $1.20 2

A sightseeing tour through Mexico's second largest city. (Elementary through Adult)

GUATEMALA—Cross Section of Central America (UWF)

20 minutes—sound $3.00 5

Four hundred years after the Spanish conquest you still hear the ancient Indian languages of the Guatemalans and sense the feeling that time has stood still. The camera places you with these people and you at once feel the physiographic impact of the country upon them. In the wet season, you live with a family of chicle gatherers in the Peten wilderness; in the dry season you watch them at work in the forest and hear the crash of giant trees someday to become mahogany furniture. You move with these Indians to their homes on the cool, high plateaus where terraced farms cover hilly areas and famiilar vegetables are grown together with the coffee bean and banana. Thence to Guatemala City and despite its modern aspects, its people and their way of life are plainly seen to be influenced by all the geographic contrasts of their nation. GEOGRAPHIC CONCEPT: Changes in altitude are reflected in changes of climate, products and mode of living. (Elementary through Adult)

HALLOWEEN PARTY (EBF)

6 minutes—sound—color $1.80 3

Planned to motivate reading in the primary grades, this interesting little film portrays young children engaged in creative activities in familiar home and school situations. Children love the amusing story of how young Peter, his family, and his dog Waggles survive some rather involved mishaps growing out of their plans and preparations for Halloween. (Primary)

HALOGENS (CORONET)

10 minutes—sound $1.80 3

Laboratory demonstrations presents the physical and chemical properties of fluorine, chlorine, bromine and iodine—free and in compound. Slow motion camera reduces the speed of experiments and offers an opportunity to see the most detailed points in each of these important demonstrations. (Sr. High)

HAMILTON, ALEXANDER (EBF)

20 minutes—sound $2.40 4

Re-enacts episodes in the life of a leading figure in the formation of the American nation. Reveals Hamilton as a boy-businessman in the West Indies; points up his role in the American Revolution; dramatizes his part in the adoption of the Constitution; portrays his career as the first Secretary of the Treasury; re-enacts events which led to his death at the hands of Aaron Burr. (Jr. and Sr. High)

HAND INDUSTRIES OF MEXICO (CORONET)

10 minutes—sound—color $3.60 6

Beginning with the hand molding of roof tiles, so characteristic of the country, this film takes us through the various steps in the making and decorating of glazed ornamental tile, handmade shoes,

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silver and jewelry, and the exquisite laquer work of the Patzcuaro Lake region. Emphasis is not only on the art objects themselves, but also on the place of native arts in the lives of our Mexican neighbors. (Elementary through Adult)

HANDICRAFT TOWN (AFFIms)

10 minutes—sound $1.20 2

Maniago, a small town in northern Italy, is known the world over for the quality of its hand-wrought cutlery. But a tradition that has persisted since the 14th century seemed on the point of dying out until E.R.P. funds restored the flow of coal and steel to Maniago. Production now is back to pre-war standards. The film includes a generous demonstration of the technique of knifemaking by hand as practiced by one of the world's finest artisans, a native of Maniago. (Sr. High through Adult)

HANDLE WITH CARE (OWI)

20 minutes—sound $1.20 2

Chemistry is playing an increasingly important role in this war. Animated diagrams tell the story of TNT. (Sr. High through Adult)

HAPPY VALLEY (NFB)

11 minutes—sound—color $1.20 2

The peaceful pattern of life in an Acadian valley of Novia Scotia. Here, in Evangeline's country, the small boy fishes in the stream, the apple blossom blows gently in the wind, feathered inhabitants welcome the visitor with song, and the harvest is gathered in traditional way. Goslings swim on a pond, a bullfrog croaks in the rushes; a chicken breaks, wet and stringy from its shell, in never-ending miracle. As the seasons turn the apple crop ripens and the happy valley lies rosy in the sun, filled with the picturesque charm and mellow color of this Canadian province. (Primary through Adult)

HARE AND THE TORTOISE (EBF)

11 minutes—sound $1.80 3

This classic Aesop fable comes alive in this charming film. Real animals play all the roles; a sly fox lays the course for the race; a wise old owl acts as judge; and the steady tortoise finally defeats the boastful hare in an exciting finish. Other characters include a squirrel, a goose, a skunk, a rooster and a raccoon. (Primary and Elementary)

HARVEST FOR TOMORROW (USDA)

30 minutes—sound $1.20 2

Products of the soil of New England and the dairy region of the Northeast. All characters are real farm and village people. Scenes of New England countryside—its orchards, pastures, and valleys. (Elementary through Adult)

HE ACTS HIS AGE (McGRAW-HILL)

13 minutes—sound $1.80 3

This film shows that there are normal, predictable signs of development at every age level in childhood. If we work at how they behave at certain ages, we can give our children the right help at the right time. (College and Adult)

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HEART AND CIRCULATION (EBF)

10 minutes—sound $1.80 3

The mechanics of the pulmonary and systematic systems detailed, with delineation of the heart action. Amplified heart beat sounds. Microscopic scenes of capillary action. Blood pressure and its relation to health. (Jr. High through College)

HEIDI (TFC) (See regulations—last page)

45 minutes—sound $4.80 8

Condensed version of the photoplay based on the book of the same title. (Primary through Jr. High)

HELICOPTER, THE (EBF)

11 minutes—sound $1.80 3

The opening scenes of this film point out the unique contribution of the helicopter to transportation: air mail direct to the roof of the post office, crop dusting, surveying inaccessible swamps, and air rescue work, as well as many other chores. But most important of its uses, the film points out, is its eventual utility as a passenger vehicle, combining its ability to fly with the automobiles ability to go directly to and from its destination. (Junior and Senior High)

HELPING THE CHILD ACCEPT THE DO'S (EBF)

Portrays the childlearning to live in a world defined by the Do's, and explains how his personality is influenced by the extent to which the Do's are accepted. Illustrates, with life situations, the types of Do's the child must learn to accept: (1) the Do's for personal living, (2) the masculine and feminine Do's, and (3) the Do's for human relations. (Sr. High through Adult)

HELPING THE CHILD FACE THE DONT'S (EBF)

10 minutes—sound $1.80 3

Reveals how the young child meets a world of Don't and how he reacts by conforming in his own distinctive ways—thus forming his own individual personality. Classifies the Don't as (1) those which protect the child from danger, (2) those which restrain him from taking things that belong to others, and (3) those which teach him to respect the rights of others. (Sr. High through Adult)

HERE IS TOMORROW (CO-OP)

35 minutes—sound $3.00 5

Shows how men and women working together as neighbors have built a "people's business," owning streamlined grocery stores and warehouses, and fertilizer factories, insurance businesses, service stations, pipelines, and oil wells. The picture is a testament to the ability of people to help themselves—a sample of the future. An inspiring, effective and encouraging film, for all age levels and groups. (Jr. High through Adult)

HEREDITY (EBF)

10 minutes—sound $1.80 3

Through the use of animated charts and animal picturization, Mendelian laws of inheritance are presented. (Jr. High through Adult)

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Unit Value

HEREDITY AND ENVIRONMENT (CORONET)

10 minutes—sound $1.80 3

A sound understanding of the influences that shape our lives is fostered in this motion picture by presenting clear visual examples of heredity and environment at work. Audiences learn the full meaning of heredity which gives us certain basic capabilities, and environment which helps determine the extent and direction of our use of those capabilities. An overview of cultural inheritances, genetics, environmental influences and their interrelationships is presented in a forceful, accurate manner. (Jr. and Sr. High)

HERITAGE WE GUARD (USDA)

30 minuts—sound $1.20 2

Shows the damage to soil and wild life that accompanied the winning of the continent by westward migration; the value of such life and current activities in restoration. (Jr. High through Adult)

HIGH OVER THE BORDER (OIAA)

22 minutes—sound $1.20 2

An example of the unity of the two hemispheres as shown by the migration of birds between North and South America. The migrations of humming birds, wild ducks and other types of birds are described and their flights shown in detail through the medium of actual photography and animated maps. (Jr. High through Adult)

HIGH PLAIN (OIAA)

20 minutes—sound $1.20 2

A story of the descendants of the Aymara tribe living on the high plain of Bolivia. For 20 centuries, even before the time of the Incas, they have tilled the soil of the plain and have retained most of their primitive customs and modes of working and living. (Elementary through Adult)

HIGH SCHOOL: YOUR CHALLENGE (CORONET)

12 minutes—sound $2.40 4

This film, by looking back at the high school career of a graduating senior, emphasizes the future importance of a good high school education and the advantages of taking part in extra-curricular activities. It is designed to help handle the drop-out problem and to make high school more meaningful for all. (Jr. and Sr. High)

HIGH SPOTS OF A HIGH COUNTRY (OIAA)

20 minutes—sound—color $1.20 2

An introduction to Guatemala with its volcanoes, its market places, its craftsmen, its coffee plantations, and the pictorial beauty of its natural scenery. (Jr. High through Adult)

HIGHLAND HOLIDAY (NFB)

10 minutes—sound—color $1.20 2

Nova Scotia, Atlantic Gateway to Canada, is marked by the ebb and flow of history. The film notes the momentoes of early struggles—French Port Royal and British Annapolis—and journeys on the Cape Breton Highland National Park. Facilities for golf, tennis, salmon and trout fishing abound. (Elementary through Adult)

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Unit Value

HIGHWAY MANIA (GUT)

20 minutes—sound $1.20 2

Features Lowell Thomas and illustrates through typical accidents the dangers of reckless driving. Constructive suggestions and criticisms on how to correct this evil. (Sr. High through Adult)

HILL TOWNS OF GUATEMALA (OIAA)

9 minutes—sound—color $1.20 2

A story of the simple lives, the handicrafts, the clothing, and the age-old customs of the Indians that cluster about Lake Atitlan. (Jr. High through Adult)

HINDU FAMILY (EBF)

11 minutes—sound $1.80 3

A story centering around the marriage of a young girl living in the province of Gujaret, India. Dramatically illustrates important aspects of Hindu life including school, home, clothing, and preparation of a meal. Depicts the village goldsmith, potter, and weaver at their work, and emphasizes the role of religious ceremony in the daily lives of the people. (Elementary—social studies)

HISTORIC HIGHWAY—LOWER CANADA (NFB)

17 minutes—sound—color $1.20 2

In the steps of Canada's earliest explorers and settlers we follow the St. Lawrence from Gaspe to Lachine, visiting en route the scenes of colourful incidents in the history of New France. The defence of this colony against the hostile Iroquois and the British is recalled in the story of Madeleine de Vercheres and in scenes of Port Chambly and of the Plains of Abraham where the fate of Canada was finally decided. Old and new influences mingle in Montreal, where we see modern McGill University as well as the Chateau de Ramezay, now a museum for relics of the city's early days. (All Ages)

HISTORIC HIGHWAY—UPPER CANADA (NFB)

18 minutes—sound—color $1.20 2

Battles long ago in Canada's troubled past are recalled in a tour of historic sites from Chrysler's farm on the St. Lawrence to Amherstburg on the Detroit River. Along the way we see fortifications that were used in the defence of Canada against American invaders, an dare reminded of the events in which they played a part. Memorials to such heroes as General Brock and Laura Secord are also visited in this trip through the lovely countryside bordering the upper St. Lawrence and lower Great Lakes. (All Ages)

HISTORIC SCENES ALONG THE MOUNT VERNON HIGHWAY (USDA)

15 minutes—silent $1.20 2

Colonial homes and public buildings of historic interest on the highway from Washington, D. C., to Mount Vernon. (Elementary through Adult)

HOFFMAN'S FAREWELL TOUR (AFFIms)

9 minutes—sound $1.20 2

After two and a half years as administrative head of E.C.A., Paul Hoffman retired from that post late in 1950. This film documents a three week inspection tour to eight of the Marshall Plan

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Unit Value

nations to see at first hand the effectiveness of his organization's activities. (Sr. High through Adult)

HOLIDAY ISLAND (NFB)

10 minutes—sound—color $1.20 2

Georgian Bay Island's National Park might be called the island of youth. HOLIDAY ISLAND shows where the park is located, then plunges into a host of activities directed by the youth organizations whose permanent camps dot the island. Once the home of Huron Indians it is now the vacationland for youth. (Elementary through Adult)

HOLLAND—Land Behind the Dikes (UWF)

20 minutes—sound $3.00 5

In lowlands by the sea, it is possible to enlarge farming areas by draining off the water and reclaiming the land. Small densely populated countries have found this practice to be advantageous. In this picture, we study how these principles apply to the Netherlands, a low country, nearly half of whose area is below sea level. The Dutch people have been working hundreds of years making new land by draining swamps, shallow lakes, and even the sea itself. The reclaimed land, known as Polderland, is very productive. Farm products often move to market by boat on the canals. The land has been drained by dikes, canals and windmills. Today, modern pumping stations are replacing the more picturesque windmills. (Elementary through Adult)

HOLMES, OLIVER WENDELL (EBF)

20 minutes—sound $2.40 4

Reveals, with dramatized episodes from Holmes' life, the reasons for his position of eminence in our national cultural history. Portrays him as he drops the study of law for medicine, and outlines his later accomplishments in that field. Points out Holmes' contributions as a man of letters and as a lecturer, highlighting events incidental to the writing of "Old Ironsides", *Autocrat of the Breakfast Table*, and other works. Emphasizes the man's genial personality, his broad perspective, his intolerance of dogmatism; and reveals him as an exponent of the scientific method. (Jr. and Sr. High)

HOME COOKERY OF FISH (EBF)

10 minutes—sound $1.80 3

Shows three basic method of cooking fish in the home: boiling, broiling, and baking. Fish used demonstrate the various ways in which fish are marketed: fillets, steaks and whole fish. The fish selected represent types from the Atlantic, the Pacific and the Great Lakes. Methods for wider distribution over all parts of the U. S., such as refrigerated transportation and quick freezing, are depicted. Emphasis is laid upon a variety of materials and kitchen equipment to inform students of what is available and to stimulate classroom discussion. (Jr. and Sr. High)

HOME ELECTRICAL APPLIANCES (EBF)

11 minutes—sound $1.80 3

Explanation of the common heating and motor appliances in the home. Animated drawings illustrate alternating currents throughout, while scientific principles are stressed. (Jr. High through Adult)

(Consult page 19 for Club Rental Plans.)

Unit Value

HOME MANAGEMENT: WHY BUDGET (YA)

11 minutes—sound $1.80 3

Discusses the importance of the budget to individuals and families of all income levels. Explains what the budget is, how it is set up in relation to needs and income, and what is to be gained by following a well-planned budget. (Jr. High through Adult)

HOME NURSING (EBF)

10 minutes—sound $1.80 3

Demonstrates, in pratical fashion, the proper procedures in caring for the sick in the home. Describes how to arrange the bed, how to bathe and move the patient in bed, and the importance of making the patient generally comfortable. Explains techniques of taking and recording temperature, pulse, and respiration rates; giving medication, and feeding the patient during convalescence. (Jr. and Sr. High)

HONEST WOODSMAN (CORONET)

10 minutes—sound $1.80 3

This is a Grecian-moral folk-tale of an honest woodsman and his meeting with the god, Mercury. Translated by the Coronet puppeteers. (Primary and Elementary)

HONEY BEE (EBF)

11 minutes—sound $1.80 3

Describes the development of the honey bee with due emphasis upon the role of the workers, the queen, and the drones. Egg, larva, and cocoon stages in the lives of the workers are shown in detail. The building of a new cone and honey making follow in natural sequence. (Jr. High through Adult)

HOPI INDIAN (CORONET)

10 minutes—sound $1.80 3

We are taken to the land of the Hopi in Arizona's Grand Canyon where we see his way of life—the crops he raises, the food he cooks, and even his secret marriage ceremony. Here is the rare opportunity to observe a typical Indian pursuing his work and performing his ceremonies against the background of his western home. (Elementary)

HOPI INDIAN ARTS AND CRAFTS (CORONET)

10 minutes—sound—color $3.00 5

To continue the study of the Hopi Indians, this film centers on his distinctive handicrafts. Weaving, silversmithing, basket making and pottery making are all shown in detail. This film is a record of the skill and patience required in these rapidly disappearing native arts. (Elementary)

HOUSE-FLY (EBF)

10 minutes—sound $1.80 3

The complete story of this common but extremely dangerous pest. The four stages of the fly's life cycle are shown—egg, larva, pupa, and adult. Its activities as a carrier of disease germs are presented vividly. The picture illustrates effective means for eliminating the fly menace. Special emphasis is laid on community action. (Jr. High through Adult)

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Unit Value

HOUSE I LIVE IN, THE (YA)

10 minutes—sound $1.20 2

An Academy Award picture starring Frank Sinatra. Skillfully develops the theme of understanding religious and racial problems. A group of boys find common interests through the leadership of Sinatra who sings two songs. (Primary through Adult)

HOUSE OF SEVEN GABLES (TFC) (See regulations—last page)

45 minutes—sound $4.80 8

The story of the Pyncheon legend and its effect upon the descendants of unscrupulous old Colonel Pyncheon is told creatively in this screen dramatization. Realistic period atmosphere and convincing characterizations secure effective interpretation of Hawthorne's great novel. (Sr. High through Adult)

HOUSING IN CHILE (OIAA)

19 minutes—sound $1.20 2

A story of the progressive steps now being taken by Chile in the housing problem. A typical family in Santiago is shown first living in the slums and then being transported into one of the new housing projects. (Elementary through Adult)

HOW A BILL BECOMES A LAW (PF)

20 minutes—sound $2.40 4

Laws, as created by our legislative body, administered by our executive body and applied by our judicial, are part of each citizen's life. How many of us, however, know exactly how a law is made? Where does it originate, through what procedure does it go, and what makes it a "law of the land? Each step is sharply defined, illustrated, and visualized. All possible ways of creating new laws are demonstrated. This film is a must for all high school students. (Jr. and Sr. High)

HOW BIRDS FEED THEIR YOUNG (EBF)

6 minutes—silent—color $1.20 2

A color film of a number of mother birds feeding and caring for baby birds. We see the indigo bunting, bluebird, thrush, cedar waxwing, humming bird, goldfinch, heron, snakebird, quail and grouse. (Primary through Sr. High)

HOW DO YOU DO (YA)

15 minutes—sound $1.80 3

Points out how we have more enjoyment out of life by being sure of ourselves in social situations and demonstrates the rules to be observed in one such situation—introducing and meeting people. (Elementary through Sr. High)

HOW DO YOU KNOW IT'S LOVE (CORONET)

14 minutes—sound $2.40 4

When it comes to defining the term "love" there is much halting and disagreement. What is the nature of love? How does it grow and develop in an individual? How can you tell when a love is mature? This film gives students of every age a basis for thinking clearly about love and shows clearly that mere conviction of love is not enough to insure lasting happiness. (Sr. High)

HOW FRIENDLY ARE YOU? (CORONET)

10 minutes—sound $1.80 3

The ways that young people cultivate friends are often obscured

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Unit Value

by the artificial bonds of belonging to a clique or school "crowd". So this motion picture sets out to present some of the values of being friendly and encourages the broadening of one's range of friends. Friendliness is shown to be a two-way proposition involving generosity, consideration and a sincere interest in other people. (Jr. High)

HOW HONEST ARE YOU? (CORONET)

14 minutes—sound $2.40 4

Students usually understand that honesty is a good thing; they don't have much trouble with simple honesty. But in some situations, honesty is a much deeper problem and it is this type of situation that is analyzed in this film. From it audiences are able to draw certain conclusions about what honesty is and how a person may apply the test of honesty to his thoughts and actions. (Jr. and Sr. High)

HOW MAN MADE DAY (CORONET)

10 minutes—sound $1.80 3

From primitive to modern times, this film traces the development of illumination. It is the story of how man learned to reduce the heat and increase the light of fire, improving his method of illumination until he could flood homes and cities with an artificial light that turned night into day. (Elementary)

HOW NATURE PROTECTS ANIMALS (EBF)

10 minutes—sound $1.80 3

This film presents and describes various ways by which animals are provided with devices to conceal themselves, either for the purpose of protection, or as a means of securing food. Examples are given of natural protection through fleetness of foot, mimicry, protective coloration, armor and secluded homes. (Elementary through College)

HOW OUR BODIES FIGHT DISEASE (EBF)

10 minutes—sound $1.80 3

Uses animation and microscopic photography to explain the part that the skin and mucous membranes, the lymph system and the blood play in defense against disease. The funcetion of the parts of the blood and antibodies is clearly defined.

HOW TO ADD FRACTIONS (JOHNSON-HUNT)

10 minutes—sound—b&w $1.80 3
10 minutes—sound—color $3.60 6

This film will enrich the mathematics curriculum of any school. Elementary teachers and pupils will be delighted with the media used in creating this film. It covers the subject matter area of: the meaning of numerator and denominator; adding fractions that are alike; how to add fractions that have different denominators. It is highly adaptable for remedial work and is recommended in making fractions come to life. (Elementary)

HOW TO BE WELL GROOMED (CORONET)

10 minutes—sound $1.80 3

Don and Sue are two young people anyone would look at and want to know. This film shows how they improve their personal appearance through attention to good grooming habits. It demonstrates to students, the four fundamentals of good appearance; good

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health, good posture, cleanliness, and neatness. With Don and Sue as living models, they realize that, in friendships and in business, success depends a great deal on how you look. (Jr. and Sr. High)

HOW TO CONCENTRATE (CORONET)

10 minutes—sound $1.80 3

All too often there are so many sources of distraction that concentration on studies, business matters, or personal matters seems to be difficult, even impossible. With an understanding of how to concentrate, however, much can be done to overcome the bad effects of distractions. Audiences will learn, for example, to select one thing upon which to concentrate and to give it full attention. Then by following other "habits" the ability to give proper attention to a task will be developed. (Jr. and Sr. High)

HOW TO FIND THE ANSWER—Mathematical Problem Solving (CORONET)

10 minutes—sound $1.80 3

This film makes an important contribution to clear thinking, for it encourages a systematic attack of mathematical problems both in and out of school. In doing so, it offers students an excellent exercise that can be utilized in solving problems in any subject. Here is presented and demonstrated a clearly defined procedure for working out problems after they have been established. The film explains the importance of useful procedures in solving mathematical problems and others with which the student may deal. (Jr. and Sr. High)

HOW TO GET COOPERATION (CORONET)

10 minutes—sound $1.80 3

Necessity for ground action in our society makes this film important to students. It shows some of the methods for securing cooperation and practical use of them in a school situation. The objectives of cooperation are first detailed and then typical situations which demand cooperation are then presented. Finally the basic techniques for actually achieving the assistance of others are put into practice (Jr. and Sr. High)

HOW TO GIVE AND TAKE INSTRUCTIONS (CORONET)

10 minutes—sound $1.80 3

The giving and taking of instruction is important in all walks of life. This motion picture, useful in a variety of school, vocational, and social situations, presents five basic skills necessary for clear and effective communication and instruction, including the ways to give and also to receive them. (Jr. and Sr. High)

HOW TO GROW HOGS (USDA)

21 minutes—silent $1.20 2

Scenes taken on the Experimental farm of the Bureau of animal industry at Beltsville, Maryland, where the practices were developed, showing points to be considered in the selection of hogs for breeding purposes, care of the sow before and after farrowing and the feeding and handling of pigs up to marketing time. (Sr. High through Adult)

HOW TO JUDGE AUTHORITIES (CORONET)

10 minutes—sound $1.80 3

Like all of us, Bill encounters a puzzling conflict between state-

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Unit Value

ments of "authorities." But unlike most of us, Bill considers the "internal evidence" on each authority, the experience from which each speaks, and the evidence of his own experience to reach sound decisions. (Jr. and Sr. High)

HOW TO JUDGE FACTS (CORONET)

10 minutes—sound $1.80 3

Material learned from this motion picture will extend into almost all activities of social living. From it, students will learn how to separate facts from assumptions and faulty reasoning. Using a case study of a false story, the film teaches the common errors in thinking. Students not only will appreciate the value of dependable information, but also will be on their guard against assumptions, false analogies, irrelevant facts and double-meaning words. (Jr. and Sr. High)

HOW TO KEEP A JOB (CORONET)

10 minutes—sound $1.80 3

Job success is dependent upon more than a wise selection of vocation, more than the right attitude toward work itself, more than the wise selection of a particular position. Although all of these are important. Job success means getting along with fellow-workers, conduct of work and several other factors which this film explains vividly in the context of a fascinating story. (Jr. and Sr. High)

HOW TO MAKE HANDMADE LANTERN SLIDES (IndU)

22 minutes—sound—color $4.20 7

The basic production techniques for eight types of handmade lantern slides are featured. Teachers demonstrate how to make the types of slides most appropriate for use on various grade levels. Many suggestions concerning sources of content materials and uses for the various slides are also presented. (Jr. High through Adult)

HOW TO READ A BOOK (CORONET)

10 minutes—sound $1.80 3

Here is the "know how" of intelligent reading. Chuck finds he can grasp ideas and attitudes as well as facts when Ray shows him how to adjust his reading speed to his reading purposes. Ray tips him off to using a book's mechanical aids such as the preface, footnotes and index and gives practical advice on selecting the best books for a particular purpose. (Jr. and Sr. High)

HOW TO REMEMBER (CORONET)

10 minutes—sound $1.80 3

Everyone realizes that remembering is important, but the problem is *how* to remember. This film demonstrates the use of a very practical procedure for remembering given material. How to memorize a selection is shown specifically while explaining the whole process of remembering. Types of remembering are explained and six basic rules for making remembering easier are presented. (Jr. and Sr. High)

HOW TO SAY NO (CORONET)

10 minutes—sound $1.80 3

The central theme of this fascinating guidance film is: "How to say 'no' and keep your friends." Beginning with situations in

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which saying "no" is relatively easy, the discussion moves to how to say "no" when asked to become involved in undesirable activities. Good taste combined with a challenge to learn to say "no" gracefully characterizes this film. (Sr. High)

HOW TO STUDY (CORONET)

12 minutes—sound—color $3.60 6

Here is a film designed to motivate better study habits as well as give practical hints on study techniques. A ninth grade student is preparing a report for a class in civics. As we follow him through the steps of preparation, we see the way he budgets his skills employed in skimming, rapid reading, and careful study; and in other outside sources. (Elementary through Sr. High)

HOW TO THINK (CORONET)

10 minutes—sound $1.80 3

A traffic ticket for driving his delivery car without a commercial safety sticker gives Dick cause to do a lot of straight thinking. By following the film's suggested procedure for clear and careful thinking he is able to solve his problem successfully. The important elements of concentration, logic, observation, memory, imagination and judgment are all presented as part of the correct "way to think." (Jr. and Sr. High)

HOW TO TWIRL A BATON (YA)

10 minutes—sound $1.80 3

Demonstrates the following nine movements with the baton: beating time, salute, wrist-twirl, figure-eight, two-hand twirl, pass-around-back, cartwheel, four-finger twirl and throw-and-catch. (Elementary through College)

HOW TO WRITE EFFECTIVELY (CORONET)

10 minutes—sound $1.80 3

Important rules for effective writing are demonstrated in this film. Material, audience and purpose are offered as elements which must be considered. The picture discusses the factors involved in editing and offers a unique exercise in classroom participation. (Jr. and Sr. High)

HOW TO WRITE YOUR TERM PAPER (CORONET)

10 minutes—sound $1.80 3

Through the use of a personalized "audience participation" technique, this motion picture guides student audiences through the steps of preparing a term paper. They see how to select a subject, gather the necessary information, organize it and develop the actual report. Value of checking sources of reference, working from an outline and using correct form, grammar and footnotes is stressed. (Jr. and Sr. High)

HOW WE ELECT OUR REPRESENTATIVES (CORONET)

11 minutes—sound $1.80 3

This film explains the functional basis of our democracy, the election system. Registration, primaries, electioneering, voting, counting ballots, and the overview of the responsibility of voting intelligently to make our democracy work are presented. (Elementary through Adult)

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HOW WE GET OUR POWER (YA)

10 minutes—sound $1.80 3

This film explains how all of our power comes from nature—from wind, water, fuels, explosives, and the atom. (Jr. High through College)

HOW WE LEARN (CORONET)

10 minutes—sound $1.80 3

Through the guidance of one of his teachers, a high school boy finds the big principles which make for effective learning—a ready mind and appropriate materials. Using goals, competition and cooperation, working with the teacher, and seeing sense in what you are doing bring a ready mind to any learning situation. (Jr. and Sr. High)

HOW YOUNG AMERICA PAINTS (ASSN. F)

10 minutes—sound—color $2.40 4

This is the 1941 exhibition of Young America Paints, held annually in the American Museum of Natural History, New York. The sequences of this picture consist of paintings and drawings in various mediums. (Elementary through Sr. High)

HUMAN BEGINNINGS (ASSN. F)

22 minutes—sound—color $4.80 8

In the first part we see what a group of children believe about the origin of human life as expressed in their own drawings. The second part of the film shows how a young boy and his parents re-act to the coming of a new baby sister into the family. One of the main uses of the film is to provide a basis for discussion by children of 5 and 6 years of age, or older. (Primary through Jr. High)

HUNTING WITH A CAMERA (NFB)

17 minutes—sound—color $1.20 2

The thrills of the chase can be recaptured time and again when hunting is done with a motion picture camera. For this film animals, fish and water birds were "shot" to provide a living picture gallery of Canada's wild life. A group of children, visiting a natural history museum, sit spellbound watching a passing parade of water birds, buffalo, coyotes, Rocky Mountain sheep, elk, moose, caribou, beavers, bears—all photographed in their natural environment. After this experience the children try some hunting on their own and achieve several good shots of deer in a winter park. (Elementary through Adult)

I WANT TO BE A SECRETARY (CORONET)

15 minutes—sound $2.40 4

Deals with clerical aptitudes. Gives aspirants important clues as to their own chances of success in this particular field. (Sr. High and College)

IBERIAN PENINSULA (EBF)

10 minutes—sound $1.80 3

Provides significant overview of modern Spain and Portugal. Depicts, with animated drawings, the chief topographic and climatic features of the Peninsula, and portrays people at work in various types of agricultural pursuits and in fishing, mining, and industry. Emphasizes especially the Peninsula's limited industrializa-

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tion and the age-old agricultural technique generally employed in the region. (Elementary through Sr. High)

IMMIGRATION (EBF)

10 minutes—sound $1.80 3

Shows by photographs and animated maps how the United States became populated, and why Europeans left the Old World for the New. Photographic scenes of families leaving their homes for this country tell the human side of the story. Peasants fleeing from economic exploitation, political refugees and religious fugitives are all depicted in scenes which conclude with shots of Ellis Island and the induction into full American citizenship of immigrants. (Jr. High through Adult)

IMMUNIZATION (EBF)

10 minutes—sound $1.80 3

Explains what immunization is and how immunity to infectious diseases is attained. Recalls that immunity to some diseases is effected through actual illness, and then demonstrates how the injection of vaccine into the human body may build up resistance to an infection just as the actual illness would have done. Explains how vaccine for smallpox, pneumonia, and diphtheria is prepared and used. (Sr. High through Adult)

IMPORTANCE OF GOALS (McGRAW-HILL)

19 minutes—sound $3.00 5

The case of 13-year-old Tommy illustrates the principle that all education is essentialy a process of attaining basic, meaningful goals. (College and Adult)

IMPORTANCE OF MAKING NOTES (CORONET)

10 minutes—sound $1.80 3

Note-taking, as an important study aid, has great value to students in almost every course. This motion picture presents the important skills of good note-taking. Through it, audiences will learn how good notes are taken in oral instruction periods and during reading. They will see how to find the key ideas for notes, what sorts of materials should be taken down verbatim and when notes should not be taken at all. (Jr. and Sr. High)

IMPROVE YOUR HANDWRITING (CORONET)

10 minutes—sound $1.80 3

This picture helps youngsters learn for themselves how to improve handwriting. It may be used in classes which offer handwriting instruction and in classes in which teachers wish to stress the fundamentals of good handwriting in an efficient and effective way. (Elementary)

IMPROVE YOUR PERSONALITY (CORONET)

10 minutes—sound $1.80 3

It's important that young people realize that personality is not a vague, glamorous attribute of the fortunate few but a part of each individual's character. Through this film a frank discussion of personality will be encouraged. Students will learn to understand themselves better and see how they can improve their own personalities. How personalities can be developed and controlled is dramatically told. (Sr. High)

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IMPROVE YOUR PRONUNCIATION (CORONET)

10 minutes—sound $1.80 3

Bill formulates a program for improvement using these basic rules: 1) pronounce every syllable, 2) pronounce each sound correctly, 3) use accepted pronuciations and 4) use natural pronunciation. (Jr. High through Adult)

IMPROVE YOUR READING (CORONET)

10 minutes—sound $1.80 3

This is a prescription for reading deficiencies. The three most prevalent ailments found among students—narrow perception span; rapid, careless reading; and the slow, ponderous pointing to and pronouncing of words—are presented in this film. Specific remedies for each are illustrated and a cure suggested. Students wil readily apply the proper care for their own deficiency. (Jr. and Sr. High)

IMPROVING YOUR POSTURE (CORONET)

10 minutes—sound $1.80 3

Why should so many suffer poor posture when good posture is easy? Here's a very effective film answer. It shows the major areas of the body by which posture is controlled . . . demonstrates what good posture is: a balance of opposing sets of muscles . . . and teaches methods of maintaining good posture. Stressing relaxation, self-diagnosis and correction this film will help every student to overcome his individual posture faults rapidly. (Jr. and Sr. High)

IN COMMON CAUSE (USDA)

20 minutes—sound $1.20 2

Shows what soil conservation districts have accomplished, how they are formed and operated, and the big job yet to be done in this program for increasing crop production and saving soil. (Jr. High through Adult)

IN DAILY BATTLE (NatFdInfantPar)

26 minutes—sound $1.20 2

The members of a country chapter of the National Foundation for Infantile Paralysis take part in this story of how a chapter aids infantile paralysis patients and utilizes community facilities in the fight against the disease. (Jr. High through Adult)

IN THE NAME OF FREEDOM (UNC)

20 minutes—sound—color $1.20 2

The story of Chapel Hill and the University of North Carolina from its founding. (Sr. High through Adult)

INDIA (MOT)

12 minutes—sound $1.80 3

Viewing realisticaly past British imperialism, the film contrasts both sides of a land where tradition has placed Oriental luxury side by side with squalor. While picturing the substantial social improvements and industrial developments which Britain brought about in India, it also recognizes abuses which occurred simultaneously. (Jr. High through Adult)

INDIA—Farmers of India (UWF)

20 minutes—sound $3.00 5

In this film we learn that life in densely populated, underdevel-

(Consult page 19 for Club Rental Plans.)

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oped lands is marked by great poverty, crowded living conditions, and often famine and disease. Although India is a land of natural riches, most of her people live in great poverty. The common farmer has only a few crude tools with which to work. (Elementary through Adult)

INDIVIDUAL DIFFERENCES (McGRAW-HILL)

23 minutes—sound $3.00 5

The case study of a shy, slow child who is different from his classmates and from his older, socially-adept brother. Points out that individual differences must be met in terms of individual interests and capabilities, that it is the job of the school to shape education to individual needs. (College and Adult)

INDUSTRIAL PROVINCES OF CANADA (EBF)

11 minutes—sound $1.80 3

Shows the development of the various industries of Canada, which include fur, lumber, mining, fishing and agriculture. (Elementary through Adult)

INDUSTRIAL REVOLUTION (EBF)

11 minutes—sound $1.80 3

Describes efforts of primitive man to do work chiefly with his own and animal muscles; compares methods of work from the time of the first steam-powered loom. Animated photography describes the mechanical advantage of machines. Cause and effect relationships are treated and their social and economic implications noted. (Jr. High through Adult)

INSECT ZOO (EBF)

10 minutes—sound—color $3.60 6

Portrays in full color Ted's and Susan's zoo comprised of insects . . . katydid, cricket, butterfly, milkweed bug, ladybird beetle, ants, and a praying mantis. Reveals characteristics of insects in general and shows by means of close-up photography the distinguishing features of each insect portrayed. Depicts simple homes which can be made for insects in an exhibit and suggests that young audiences plan an insect zoo of their own. (Primary and Elementary)

INSIDE THE WHITE HOUSE (TFC) **(See regulations—last page)**

10 minutes—sound $1.80 3

Views of both the exterior and interior of the White House. We see how thoroughly the credentials of newspapermen and other important personages are checked before they are admitted to the President's private office. (Elementary through Adult)

INSTALLMENT BUYING (CORONET)

10 minutes—sound $1.80 3

Young Dr. Harris badly needs new furniture for his waiting room, but cannot pay cash. His experience dramatically demonstrates some of the pitfalls of installment buying, and encourages a complete investigation of installment credit, contracts and interest rates. Your students will learn to ask themselves three questions before buying on credit: 1) Is the article worth buying on installment? 2) Can I afford it? and 3) Am I getting the best installment terms? (Jr. and Sr. High)

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Unit Value

INSTRUCTIONAL FILMS: THE NEW WAY TO GREATER EDUCATION (CORONET)

15 minutes—sound $1.20 2

This film analysis demonstrates how audio-visual teaching saves time in presenting complex ideas, saves money by bringing costly equipment right into the classroom, makes the most distant things as near as the classroom movie screen and makes the student see familiar objects in a new light. The importance of proper selection, integration and administration of an education-film program under an audio-visual director is also stressed. (College and Adult)

INSTRUMENTS OF THE ORCHESTRA (BIS)

20 minutes—sound $1.80 3

Dr. Malcolm Sargent comes out of the wings onto the stage where the London Symphony Orchestra is ready to play. He explains that an orchestra is made up of instruments which are blown, scraped, or banged. Using "The Variations and Fugue on a Theme of Purcell," as arranged by Benjamin Britten, the members demonstrate each instrument without losing the continuity of the music, and Dr. Sargent explains the essential likenesses and differences of the various instruments. Finally, he explains the form of the fugue and the entire composition is played by the orchestra. (Elementary through Adult)

INTRODUCTION TO BIOLOGY (EBF)

13 minutes—sound $1.80 3

This motion picture provides an excellent overview of the field of biology for prospective students and beginners. The film graphically explains the life processes, adaptation and reproduction; and it depicts ways in which biology is applied to such problems of daily life as combatting disease and controlling insect pests. (Jr. High)

INTRODUCTION TO CHEMISTRY (CORONET)

10 minutes—sound $1.80 3

Here is a film designed to stimulate an interest in the study of chemistry as well as provide important classroom instruction. Beginning with a clear-cut definition of chemistry, the motion picture introduces some of the important terms and materials common to the subject. Then some of the major industrial applications of chemistry are presented along with everyday uses found in the home and on the farm. (Jr. and Sr. High)

INTRODUCTION TO ELECTRICITY (CORONET)

10 minutes—sound $1.80 3

A basic knowledge of electricity's principles is a modern essential. Beginning with curiosity about static electricity around them, David and Marilyn investigate current electricity as well. They learn about electrons, and how the natural repulsion of these tiny negative particles makes electricity with chemicals and with magnetic lines of force. (Jr. High)

INTRODUCTION TO FOREIGN TRADE (CORONET)

10 minutes—sound $1.80 3

To appreciate the complex aspects of modern foreign trade, certain basic concepts and procedures should be understood. To help accomplish this goal, the motion picture first establishes the importance of foreign trade to our economy and then presents a

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general picture of the mechanics of international commerce. The role of monetary standards and control, national policies in reference to those controls, distribution of raw materials and markets are shown. Then, in an actual exchange of goods, the detailed domestic and foreign operations involved in the sale, shipment any payment are portrayed. (Jr. and Sr. High)

INTRODUCTION TO FRACTIONS (JOHNSON-HUNT)

10 minutes—sound—b&w $1.80 3
10 minutes—sound—color $3.60 6
This film follows a single concept of fractional meaning. By means of skillful three-dimensional animation of models and examples, taken from the everyday experiences of the child, it maintains a high degree of pupil interest. It covers the subject matter area of: What is a fraction; How is a fraction written; The meaning of numerator; The meaning of denominator; How to determine the value of a fraction. (Elementary)

INTRODUCTION TO HAITI (OIAA)

9 minutes—sound—color $1.20 2
An educational and entertaining trip to Haiti with its wealth of historical material, its colorful people and its unusual traditions. (Jr. High through Adult)

INTRODUCTION TO PHYSICS

10 minutes—sound $1.80 3
This film shows the main divisions of physics, provides a basic vocabulary for the study of physics and illustrates some of the important concepts of physics. It is excellent as a guidance film for those who are planning their requirements in science, and it also provides a stimulating introduction to those who are studying physics. Stress is laid on the importance of understanding everyday problems. (Jr. and Sr. High)

IRELAND (MOT)

16 minutes—sound $1.80 3
Glimpses of the proverbial Irish national character; the poetic landscape of the country, and the political, economic and social problems which are being, and are to be, dealt with. (Jr. High through Adult)

IRISH CHILDREN (EBF)

10 minutes—sound $1.80 3
Charmingly reveals some of the characteristic activities of a typical Irish farm family. Deals especially with the young brother and sister at play and as they help other members of the family with household and farm chores. Follows the whole family as they go on Saturday to the bog turf and to enjoy a family picnic. (Primary through Jr. High)

IRON ORE TO MOTIVE POWER (FORD)

28 minutes—sound $1.20 2
This film shows a modern foundary in operation and deals primarily with the smelting, refining and conditioning of iron ore. Shown too, is the actual pouring of castings and the cleaning, grinding and machinery operations. Every step and operation necessary to transform raw materials to finished motor blocks is explained in detail. (Sr. High through Adult)

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IRRIGATION—A brief outline (USDA)

15 minutes—silent $1.20 2

A Bureau of Agricultural Engineering film covering the important points in irrigation. (Jr. High)

IRRIGATION FARMING (EBF)

11 minutes—sound $1.80 3

Shows man's ingenuity in using the resources of nature to make usable and profitable a land that would otherwise be arid and desert. Engineers harness the water which begins with melting snow; farmers use the water by various methods of irrigation such as the pipe, the canvas, and the ditch methods. (Elementary through Sr. High)

IRVING, WASHINGTON (EBF)

20 minutes—sound $2.40 4

Delightfully brings to life significant episodes in the life of Washington Irving, the first American to receive prominent recognition in the world of literature. Traces Irving's early life in New York as a lawyer and then as a writer. Describes his travels and life abroad, highlighting the incidents on which hinged the writing of his best known literary works. (Jr. High through Adult)

ISRAEL—Building a Nation (UWF)

20 minutes—sound $3.00 5

In Israel are contrasted the subsistence farming with antiquated tools, which continues in some semi-arid regions with the new settlements where irrigation and mechanized farming are producing excellent crops. (Elementary through Adult)

IT CAN'T LAST (OWI)

18 minutes—sound $1.20 2

The story points out that precisely because the last battle of the war seems almost in sight, we must fight, work and save even harder. The last blow in the fight is the one that makes the decision stick. It points out that it's just as hard to die at the end of a war as at the beginning—perhaps even harder. (Jr. High through Adult)

IT TAKES EVERYBODY TO BUILD THIS LAND (EBF)

21 minutes—sound $2.40 4

Against a unique background of modern folk ballads sung to guitar accompaniment this film traces the development of specialization in American industry and agriculture. It explains why specialization is profitable and important to us, and graphically shows that we all depend on specialists for food, clothing and shelter. Particular emphasis is given to interdependence in farming, tool making, fishing, clothing, manufacturing and lumbering. (Elementary and Jr. High)

ITALY (MOT)

17 minutes—sound $1.80 3

This is the story of modern Italy with emphasis on the chaotic condition of that vanquished nation at the end of the conflict. Also incorporated is an absorbing sequence of Vatican City, politicaly independent capitol of the Roman Catholic world. (Jr. High through Adult)

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ITALY—PENINSULA OF CONTRASTS (EBF)

17 minutes—sound—color $4.80 8

Skillfully depicts the physical geography of Italy and illustrates ways in which it influences the lives of the people. Contrasts old-fashioned and up-to-date methods of farming and transportation; portrays ancient and modern aspects of Italian cities; reveals the fertile and barren regions; and highlights the importance of the tourist trade to the people of Italy. (Upper Elementary and High School)

ITALY—Po River Valley (UWF)

20 minutes—sound $3.00 5

The broad fertile land of the Po Valley, protected from cold winds by the high mountains which surround it and provide it with abundant hydro-electric power, makes an ideal area for the homes of almost half of the Italian people. This film is a picturization of the development of many large cities and industries fostered by the abundance of cheap electric power and skilled labor. It also presents a delightful contrast in the analysis of daily life in the village of Rivolta d' Adda, a farming community. The religious nature of these Italian farmers is highlighted by showing how each phase of the waking hours of the people is marked by the tolling of the bells in the local church tower. (Elementary through Adult)

ITALIAN CHILDREN—Harvest Time in Umbria (EBF)

10 minutes—sound $1.80 3

Depicts activities in the daily life of farm children in the province of Umbria. Portrays interesting features of their home environment such as their house, garden, and food, and shows the children participating in the farm work—particulaly in the picking and processing of olives. Illustrates the role of family festivities and musical enjoyment in the lives of Italian children, and features market day activities in the historic Italian city of Assisi. (Primary and Elementary)

ITALIAN PENINSULA (CORONET)

10 minutes—sound $1.80 3

Within the boundaries of the Italian Boot is a country of unusual geography. The cool climate of the north, the Mediterranean climate of the south, the twin coastlines, the "backbone" of mountain ranges have helped to produce different types of agriculture and living patterns. (Jr. High through Adult)

IT'S A WOMAN'S WORLD (HWO)

8 minutes—sound $1.20 2

After centuries behind the veil, Egypt's women have come to the fore. Here we see student, teachers in mass calisthenics as they toughen body as well as mind for the future job of teaching in Egypt's 8,000 elementary schools—girls studying agricultural subjects, Egypt's leading woman attorney in a dramatic court action, and girl internes assisting an actual operation in Cairo's great King Fuad Hospital. (Jr. High through Adult)

IT'S ALL YOURS (POCKET BOOKS)

11 minutes—sound $1.20 2

Designed to encourage teen-age audiences to read and own books, the film stars Ralph Bellamy in a story which takes him back to his youth, to all the familiar spots—the fields where he played

(Consult page 19 for Club Rental Plans.)

Unit Value

ball, the stores, the stream where he fished, and the library. And as he looks back over his career he realizes the benefit and pleasure which books have brought to his life. (Elementary through Adult)

IT'S THE MAINE SARDINE (USF&W)

18 minutes—sound—color $1.20 2

Documentary film of the Maine Sardine Fishery showing the colorful methods of capturing and processing sardines. (Elementary through Adult)

IT'S YOUR AMERICA (OWI)

35 minutes—sound $1.20 2

Jeff is just another soldier thrown into the maelstrom of world conflict, uncertain, bitter, sorry for himself. But through his adventures, both comic and dramatic, he learns that "Liberty," "Freedom," "Justice" and "America" are more than words. By using the dramatic device of Jeff's luck-piece, a Lincoln penny, the audience is permitted to follow the course of the deep changes that take place in his mind. (Elementary through Adult)

JACK'S VISIT TO COSTA RICA (CORONET)

10 minutes—sound $1.80 3

This film field trip to Costa Rica emphasizes the bond of world brotherhood which exists between your students and their Latin American neighbors. They will go to a Costa Rican school, visit cocoa and coffee plantations and a balsa mill .. . share a vivd, worthwhile experience with Jack, our youthful traveler. (Jr. High)

JACKSON, ANDREW (EBF)

20 minutes—sound $2.40 4

Portrays important episodes in the life of America's seventh president. Re-enacts significant experiences of Jackson's boyhood; depicts highlights of his military career; traces major events of his years as president. Reveals the spoils system, and explains his attack on the United States Bank. (Jr. High through Adult)

JANE EYRE (TFC) (See regulations—last page)

40 minutes—sound $4.80 8

Jane Eyre, an orphan, undergoes the torments of a pauper as a child in the home of her aunt and in the school to which she is sent. She eventualy becomes a governess in the home of Mr. Rochester, a brooding, melancholy person. As she is about to marry him, she discovers that he has a mad wife chained in the tower of the house where Jane has been serving. Later in a fire, the wife is killed, Rochester is blinded, and Jane at last has the opportunity to marry her lover. (Sr. High and College)

JAPAN—Island Nation (UWF)

20 minutes—sound $3.00 5

The country of Japan illustrates the geographic principle that living is difficult in an area where farmland and other resources are limited. By working hard and developing industry, densely populated countries can overcome some of their difficulties. (Elementary through Adult)

JAVA—Tropical Mountain Land (UWF)

20 minutes—sound $3.00 5

The picture places you in Java at a bustling, modern seaport where

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you board a train that links every phase of Java's economy; you understand why fifty million people can earn a living on an island the size of New York state. The film is focused on four men of a train crew. Their route is from coastal plain to mountain slope from urban to rural scenes from people employed in industrial activities to simple farmers. At the end you know Java: A tropical land, its fertility constantly replenished by volcanic ash, provides abundantly for a large population. (Elementary through Adult)

JEAN AND HER DOLLS (EBF)

7 minutes—sound—color $1.80 3

Familiar childhood activities, and pleasant home and family relations at once capture the interest of every primary grade youngster seeing this film. Designed to motivate reading, the film holds the attention of boys as well as girls as it tells the amusing story of young Frank who plays a trick on Jean and Betty while they are playing with their dolls. (Primary)

JEFFERSON, THOMAS (EBF)

20 minutes—sound $2.40 4

Presents a dynamic and vivid portrait of Thomas Jefferson the statesman, the diplomat, the man of letters and the progressive farmer. Points out this greatness as author of the Declaration of Independence, as Governor of Virginia, as Secretary of State, as Minister to France, as Vice President and President of the United States, and finally as "Father of the University of Virginia." (Jr. High through Adult)

JERRY PULLS THE STRINGS (AC)

38 minutes—sound $1.20 2

This story deals with the activities and achievements of two young people. The major portion consists of a series of puppet plays. A portion of the film shows a modern coffee-packing plant in operation. (Elementary through Adult)

JERUSALEM, THE HOLY CITY (EBF)

10 minutes—sound—color $3.60 6

Concentrating on the historic settings and contemporary shrines of the respective religions, this film develops the theme of Jerusalem as a city sacred to the Jewish, Christian and Mohammedan faiths. Settings and structures rich in historic associations pass in review to the accompaniment of an especially prepared musical score and interpretive narration. (Jr. High through Adult)

JOAN AVOIDS A COLD (CORONET)

11 minutes—sound $1.80 3

The story of a boy who violated the rules of good health and caught cold, and of a girl who followed the rules and didn't. Told in terms that young children can understand. The need for cooperation of teachers, parents, and school health authorities is stressed. (Primary and Elementary)

JOHN DOE, Citizen (BAILEY)

15 minutes—silent $1.20 2

Dramatizes a small city election, illustrates indifference of average citizen to public affairs and emphasizes that if the government is not run by the people the government will run them. Death of a

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Unit Value

child is tragic means of startling voters into recognizing individual political responsibilities. (Jr. High through Adult)

JULIUS CAESAR (EASTIN)

18 minutes—sound $1.80 3

Depicts the Forum scene which follows the assassination of Caesar. (Jr. High through Adult)

JUMPS AND POLE VAULTS (EBF)

11 minutes—sound $1.80 3

Advantage is taken of the techniques of slow motion photography for purposes of detailed study of form. Includes demonstration of the running high-jump, running broad jump, hop, step and jump, the pole vault. (Jr. High through College)

JUNIOR CITIZEN (GATEWAY)

20 minutes—sound $3.00 5

This film shows graphically how our school children are guided year by year from the beginning, first learning to play and work together, then to appreciate the many cultures that contribute to our civilization, then, as they develop and their capacities grow, to understand, appreciate, and gradually assume the responsibilities of community life, to value and learn to help in conserving our natural and human resources, and to earn a living in a congenial occupation. Threaded through the film, unobtrusively, yet with the eloquence of a great sermon, is the heartening conviction that all races and all creeds can live and work together, in an atmosphere of respect, friendship and understanding. (Jr. High through Adult)

KANGAROOS (EBF)

11 minutes—sound $1.80 3

Provides an excellent camera study of the characteristics, habits, and ecology of Kangaroos. Shows how they live from the time they are born, what they eat, how they behave in their natural environment in Australia, who their enemies are and how they defend themselves. (All Ages) (Animals)

KEEP UP WITH YOUR STUDIES (CORONET)

10 minutes—sound $1.80 3

Importance of doing school assignments regularly is stressed in this film and a system of developing orderly work habits is presented. Your classes will gain skill, interest and motivation for better preparation of daily assignments from the film. (Jr. and Sr. High)

KENTUCKY PIONEERS (EBF)

11 minutes—sound $180 3

Shows representative aspects of the early pioneering movement into Kentucky territory. This is the life of our country in the 1780's, picturing travel along the Wilderness Road, the role of the frontier forts, and the settlers' establishment of new homes. Weaving, soap-making, cooking, candle molding, carpentry, cabin construction, schooling and square dancing are among the activities of the home. (Elementary through Adult)

KIDNAPPED (TFC) **(See regulations—last page)**

42 minutes—sound $4.80 8

Condensed version of the photoplay based on the book of the same title. (Jr. and Sr. High)

(Consult page 19 for Club Rental Plans.)

Unit Value

KIDS MUST EAT (USDA)

15 minutes—sound $1.20 2

Setting is a school room with Quiz Kids and the Quiz Master, Joe Kelly acting as "Teacher." He plys his brilliant class with questions, and receives some interesting answers. Among other things we learn that there are 30 million school children in America, a lot of whom are hungry because they are not properly fed. Sometimes it is "hidden hunger." There is plenty of food in America, but sometimes it is unevenly distributed. This results in surpluses and some of this surplus could be utilized in school lunches if citizens will get together and work out a practical plan for sponsoring a community school lunch program. The Department of Agriculture offers to help communities pay for part of the food by reimbursing local sponsors 9 cents for the Type "A" lunch, or 7 cents for the Type "B" lunch, or 2 cents for the milk that children always need. Examples of the lunches appear magically before the Quiz Kids, revealing complete, delicious, well balanced meals. Communities will learn how to get a similar program started in their own schools. (Primary through Adult)

KING BASKETBALL (OSFS)

26 minutes—sound ..... per day $2.00

Depicts the playing court—chart showing dead and live ball rulings —fouls by offense, by defense—try for goal—rebound—jump ball —free throw—team control—dribble—palming—pivot—screen—restricted areas—out-of-bounds; basket interference—3 second rule—division line. (Jr. High through Adult)

KING COTTON (JH)

19 minutes—sound $2.40 4

The film opens with scenes of cotton fields and cotton picking as a choir sings Negro spirituals. The development of the cotton gin is traced, by comparing Eli Whitney's first crude model to the gigantic modern cotton gin of today. The story of cotton unfolds in a panorama of modern farming, science and industry. The use of cotton fibers for fabrics, linters for lacquers and plastics, and cotton fabrics for tires is shown. We also see cotton being used in the building of highways. (Elementary through Adult)

KING MIDAS & THE GOLDEN TOUCH

10 minutes—sound $1.80 3

The ancient fable of the king who coveted gold has been translated here into a delightful motion picture. The objectionable features of the original story which prevented many teachers from using it in the classroom have been avoided in this film presentation. (Primary and Elementary)

KITTY CLEANS UP (YA)

10 minutes—sound $1.80 3

A film made especially for the lower grades, telling the story of a small girl, Helen, and her pet cat. Helen arises in the morning, and bathes, dresses and eats, in preparation for taking Kitty to the Pet Show at school. The camera catches the actions of the cat which closely parallel those of Helen in washing and eating. Designed to stimulate language activities revolving around pets and personal health habits. (Primary)

(Consult page 19 for Club Rental Plans.)

Unit Value

KNOW YOUR LIBRARY (CORONET)

12 minutes—sound—color $3.60 6
Some students find a library a bewildering place. In this film they will learn the overall organization of a typical high school library, how to use the card catalogue, the principles of the Dewey Decimal System, arrangements of the books on the shelves, and how to use such supplementary materials as the encyclopedia, the Reader's Guide and the vertical file (Elementary and Jr. High)

LA FAMILIA SANCHEZ (EBF)

11 minuts—sound $1.80 3
A visit with a rural family in Southern Spain with emphasis on the activities of the children. (Same story as the film, SPANISH CHILDREN, but told in simple and slow-paced Spanish.) (Sr. High through Adult)

LA PAZ (OIAA)

20 minutes—sound $1.20 2
A journey through La Paz, Bolivia's capital and the "highest big city in the world." Here the ancient is blended with the modern to make a fascinating study of the contrast between the old and the new Latin America. (Elementary through Adult)

LADY MARINES (OWI)

20 minutes—sound $1.20 2
Interesting details of the indoctrination period are shown. Adequate provisions are made to maintain the health of the girls. This indoctrination period at Camp Lejeune, N. C., involves drilling and marching; review and inspection and actual demonstration that shows the real meaning of war. Stimulating social life and recreational opportunities of all kinds. (Jr. High through Adult)

LADY OF THE LAKE: BACKGROUND FOR LITERATURE (CORONET)

10 minutes—sound $1.80 3
One of the most widely read poems of "The Great Romantic," Sir Walter Scott, comes to life in this beautiful film. This motion picture teaches the concept that literature has its roots in actual places, people and events by providing a brief background of the author's life and by giving visual meaning to the poem's vocabulary in showing the actual background in the Scotland that is its setting. (Jr. and Sr. High)

LAKE CARRIER (OWI)

8 minutes—sound $1.20 2
A film of the Great Lakes ore boats and their part in winning the war. It shows how iron ore is mined, and how the lake carriers feed it to the mills that forge the vital steel for victory. (Elementary through Adult)

LAND OF LIBERTY: Growth of America (TFC)

Each reel 20 minutes—sound
Reel 1 Colonial Period—1805 ..... $2.40 4
Reel 2 1805-1860 ..... $2.40 4
Reel 3 1860-1890 ..... $2.40 4
Reel 4 1890-1938 ..... $2.40 4
Epitomizes more than a century and a half of American history.

(Consult page 19 for Club Rental Plans.)

Unit Value

Composed of sequences from 112 different feature pictures and shorts plus newsreels. The story of men and women who struggled to attain and defend American liberties. (Jr. High through Adult)

LAND OF MEXICO (EBF)

11 minutes—sound $1.80 3

Chiefly a factual outline of the physical aspects of the country and of the nation's agricultural and market places. (Elementary through College)

LANGUAGE OF GRAPHS (CORONET)

14 minutes—sound $2.40 4

Types of graphs, their uses and values are presented here to help students understand and appreciate the graph method of presenting statistical data. Bar, line, circle and equation graphs are woven into a story to show how these and other graphic representations can be used. (Jr. and Sr. High)

LANGUAGE OF MATHEMATICS (CORONET)

10 minutes—sound $1.80 3

A practical application of mathematical terms showing how mathematics is fundamental to our society and to every phase of modern living. Students see "in action" the precise and meaningful symbols of mathematics. They learn how this unique language helps them to state—and solve—problems more rapidly and accurately. A review of the use of graphs, measurements and numerical operations is presented in the conclusion. (Jr. High through Adult)

LAPLANDERS (EBF)

11 minutes—sound $1.80 3

The story of the reindeer-tending Laplanders of northern Sweden. Follows a family from their summer fishing grounds to the highland reindeer pastures where the winter work of slaughtering and preparing the year's food supply is carried on. Portrays the dependence of the Lapps on the reindeer for food, clothing, shelter and transportation. (Elementary—social studies)

LATITUDE AND LONGITUDE (UWF)

10 minutes—sound $1.80 3

Interpretation of latitude and longitude as angular distances from given points, rather than as imaginary lines. The use of latitude and longitude to determine a position is indicated. Film technique has been used to show sections of the globe, thus demonstrating the relation between angles subtended at the center of the globe or at the axis and linear distance on the surface of the globe, also to show the connection between lines of latitude and longitude and angles subtended in the interior of the world. (Jr. High through Adult)

LAW & SOCIAL CONTROLS (CORONET)

10 minutes—sound $1.80 3

Whether demonstrated on a world-wide basis or in a relatively minor incident, the nature of law and social controls remains basically the same. Using a situation which will be clearly understood by every student, the three broad areas of social control are established: customs, moral codes, laws. Then some of the levels of law are explained: local, state, national, etc. This picture will

(Consult page 19 for Club Rental Plans.)

Unit Value

help to develop an understanding of the law and a sense of responsibility toward it. (Jr. and Sr. High)

LAYING THE ATLANTIC CABLE (KB)

11 minutes—sound $1.80 3

Scenes aboard a cable layer from Newfoundland to the Azores. Explains depth sounding and shows how a telegraphic cable is constructed and held. (Elementary through Sr. High)

LEADERS FOR LEISURE (AI)

20 minutes—sound—color $1.20 2

This is a film designed for community recreation leaders, pointing out the importance of good leaders for the success of such a recreation project for any community. (Sr. High through Adult)

LEARNING ABOUT ELECTRICITY (EBF)

10 minutes—sound $1.80 3

Designed to establish understanding of basic concepts of electricity—What is an electrict current? What are conductors? What is an electric circuit? How is electricity used in daily living?

LEARNING ABOUT HEAT (EBF)

10 minutes—sound $1.80 3

Presents basic concepts about heat—what heat does to materials; how heat causes expansion and contraction of materials; what are good and poor conductors.

LEARNING ABOUT LIGHT (EBF)

10 minutes—sound $1.80 3

Deals with such fundamental concepts as when are objects luminous; what objects are transparent, translucent, and opaque; what is reflection and what is refraction.

LEARNING ABOUT SOUND (EBF)

10 minutes—sound $1.80 3

Whether loud or soft, high or low, sound is made by vibration and travels in waves. We are aware of sound because the vibrations reach our ears and the hearing nerves carry their message to the brain.

LEARNING AND GROWTH (EBF)

10 minutes—sound $1.80 3

Attempts to clarify some of the principles which govern the learning process. The possibilities and limitations of training infants from twenty-four to forty-eight weeks of age are described. Learning problems are analyzed with special age, growth and learning are indicated. Laws which determine learning in older children are pointed out. (College and Adult)

LEARNING FROM CLASS DISCUSSION (CORONET)

10 minutes—sound $1.80 3

A good, lively class discussion is not only interesting and thought-provoking but it can be a vital part of everyday school work. This film stresses the value of properly phrased questions that stimulate thought and lead to new avenues of discussion within the major question. An *attitude of discovery* is cultivated by three rules from a stimulating discussion: *prepare in advance, take part and keep an open mind.* (Jr. and Sr. High)

(Consult page 19 for Club Rental Plans.)

Unit Value

LEARNING TO STUDY

14 minutes—sound $2.40 4

As a score of students enter a high school library for study period, the film introduces the question of the importance of learning to study. The scene shifts to a classroom, where a social studies teacher explains that learning is basically a change in behavior resulting from one of three things: the acquisition of new knowledge, the development of new skills, or a change in attitudes. Basic steps are setup for easier and more effective learning, both in formal study and daily out-of-school experiences. (High School)

LEARNING TO SWIM (YA)

10 minutes—sound $1.80 3

A young 12-year-old Australian boy demonstrates the Australian crawl, proceeding in easy-to-understand steps for the beginning swimmer. Produced in Australia. Recommended for Elementary and Junior High School; Sports and Recreation. (Elementary and Jr. High)

LEARNING TO UNDERSTAND CHILDREN, PART I (McGRAW-HILL)

21 minutes—sound $2.40 4

Presents a case study of Ada Adams, an emotionally and socially maladjusted girl of 15. It records the efforts of her English teacher to study her case sympathetically, to understand her and to plan remedial procedures to help her. Shown in detail are the diagnostic techniques, such as observation of the child's behavior, study of her previous records, personal interviews, home visitation and formulation of a hypothesis for remedial measures. (College and Adult)

LEARNING TO UNDERSTAND CHILDREN, PART II (McGRAW-HILL)

21 minutes—sound $2.40 4

A continuation of the case of Ada Adams. Her teacher develops a plan for remedial action. (College and Adult)

LEATHER WORK (G)

10 minutes—sound $1.80 3

Demonstrates the making of a coin and key purse. A number of articles are displayed; and a few of the most popular types of leather are discussed. Produced under the supervision of Edward T. Hall, of the Universal School of Handicrafts, New York. (Jr. High through Adult)

LEAVES (EBF)

10 minutes—sound $1.80 3

The film first suggests the significance of leaves to all life forms. Then animated drawings are employed to show the relationship of plant leaves to the other parts of a plant—roots, stems, and flowers. There is a rapid survey of several common types of leaves and essential parts of the typical leaf. Throughout the body of the film microscopic views reveal cross-section of leaves, thereby showing the arrangement of the leaf parts and the process of the leaf. Animation is used to explain photosynthesis. In conclusion, the film reveals plant structures which are essentially modified leaves. (Elementary through College)

(Consult page 19 for Club Rental Plans.)

Unit Value

LEE, ROBERT E. (CORONET)

15 minutes—sound—color $3.00 5

Lee is studied first as a Virginian, a devout Christian who was forced to decide between his home and the Union he loved; then, as a brilliant strategist and beloved commander who stood for "cause, country, and all"—a man whose integrity of principle, even in defeat, set an example for the New South and for future generations of all the nation. (Jr. High through Adult)

LEGEND OF THE PIED PIPER (CORONET)

10 minutes—sound $1.80 3

"Keep your word" is the theme audiences will find in this famous fairy story of the master musician of Hamelin. Both classes and informal groups will enjoy this film for its entertainment value as well as for the background understanding of the story which will be important to them in later reading. (Primary and Elementary)

LET MY PEOPLE LIVE (TB)

15 minutes—sound $1.20 2

A simple, dramatic and deeply moving story of a family of southern Negroes in which the mother succumbs to an advanced form of tuberculosis. The daughter upon advice from the minister consults a doctor and finds that she too has the disease, but with the proper rest and care is eventually cured. The brother finds that his body was able to withstand the disease. Chorus of colored singers give background music. (Jr. High through Adult)

LET'S ALL SING TOGETHER (LF)

11 minutes each (Order by number—2 units each)

No. 1 Daisy, Daisy; Old MacDonald Had A Farm; Home On The Range; Alouette $1.20 2

No. 2 Oh, Susanna; Carry On; Short'nin' Bread; Pack Up Your Troubles $1.20 2

No. 3 Put On Your Grey Bonnet; The More We Are Together; The Daring Young Man On The Flying Trapeze; Carry On $1.20 2

No. 4 My Wild Irish Rose; En Rouland Ma Boule; Clementine; I've Got Sixpence. (Elementary through Adult) $1.20 2

LET'S BE CHILDISH (AFFlms)

20 minutes—sound $1.20 2

In this charming film, set against backgrounds of the ice-capped French Alps, the children of all the countries of Europe teach a lesson in international cooperation that adults might well profit by. Working together to build a snow city, they win a prize more valuable to them than anything they might have gotten through individual enterprise. (Elementary through Adult)

LET'S BE SAFE AT HOME (PORTAFILMS)

10 minutes—sound $1.80 3

Stresses the desirability of developing safe attitudes by always remembering to be alert, careful, courteous and considerate. The children are shown coming home from school. Then five episodes follow. In each case the narrator stops the children just as their attitude is likely to cause an accident and shows them what might happen. which is visualized by faint, double-exposed images of the children. (Primary through Adult)

(Consult page 19 for Club **Rental Plans.**)

Unit Value

LET'S COUNT (CORONET)

10 minutes—sound $1.80 3

This film will fill the gaps between the haphazard counting of youngsters in the primary grades and their introduction to arithmetic. As they watch Sally and Joe, they'll see how useful counting can be. They'll learn the difference between ordinal and cardinal numbers, and how easy it is to use tallymarks and numerical symbols to answer the question, "How Many?" (Primary)

LET'S PAINT WITH WATER COLORS (CORONET)

10 minutes—sound—color $3.60 6

The correct use of water colors can present many problems. Children often spill their paints, misuse their colors, and ruin their paint brushes. This film is intended to help the average teacher of elementary art overcome some of these problems and to encourage her children to do creative work in water colors both at school and at home. (Elementary)

LET'S PLAY FAIR (CORONET)

10 minutes—sound $1.80 3

Sharing, taking turns, obeying rules, are some of the basic elements of fair play that Herbie and his brother Bill discover in this inspirational motion picture. Your students will realize through this film that, although it sometimes takes careful consideration, fair play is the way to have the most fun. (Primary and Elementary)

LET'S PLAY WITH CLAY: Animals (YA)

10 minutes—sound $1.80 3

An introductory film on clay work. Demonstrates the general character of clay, how to handle it, how to keep it smooth, how to keep it from breaking, and how to obtain a satisfactory finish. Shows how to make such simple forms as a bird, pig, rabbit, fish, cat and snowman—all by means of hand operations. (Primary, through Jr. High)

LET'S PLAY WITH CLAY: Bowls (YA)

10 minutes—sound $1.80 3

A sequel to the above film, but designed to be used as an independent unit. Begins with rolling a piece of clay between the hands to make a ball, then shows how this can be worked by hand into a variety of shapes—a teacup, saucer, cream pitcher, sugar bowl, and several decorative bowls. (Primary, through Jr. High)

LET'S PRONOUNCE WELL (CORONET)

10 minutes—sound $1.80 3

This film shows youngsters from 8 to 14 years old how good pronunciation can be achieved by some simple practices . . . . being clear, being natural, and being accurate in word usage. The story concerns Tom who lacked good speech habits. The audiences, aware of his failings, and aware of the methods he uses to correct himself, will find themselves pronouncing words with him, and by silently correcting him as he goes along, will be able to apply what they see on the screen to their own pronunciation problems. (Elementary)

(Consult page 19 for Club Rental Plans.)

Unit Value

LET'S SHARE WITH OTHERS (CORONET)

10 minutes—sound $1.80 3

Sharing is an important social concept that involves a series of skills. This motion picture outlines these skills and teaches an important lesson based on fair play, cooperation, thoughtfulness, courtesy and friendship. It includes such behavior patterns as dividing things, taking turns, sharing through words and expression and doing things together. The inherent or natural limitations of sharing are illustrated but the new values and pleasures that come with sharing are emphasized. (Primary)

LET'S VISIT A POULTRY FARM (CORONET)

10 minutes—sound $1.80 3

A poultry farm is a unit of an important American agricultural industry; it's a complex business in itself, and it's a fascinating place for youngsters to visit. So—let's visit a poultry farm and take your students along. They'll feed the chickens with the farmer's son, and gather and package the eggs. And at the hatchery they'll watch breathlessly as a baby chick pecks his way out of his shell. Here's a field trip on film they'll enjoy and long remember—and with a new understanding of the poultry farmer's contribution to us all. (Primary)

LETTER TO GRANDMOTHER (CORONET)

18 minutes—sound $2.40 4

We follow Mary's letter to Grandmother through every hand that it passes. We watch postal employees collect, cancel, sort and dispatch the mail, accompany her letter on the railway mail car and see it to its destination, delivered by an R.F.D. carrier. When Grandmother answers Mary with a package, we return with it to learn about the handling of parcel post. (Primary, through Jr. High)

LEWIS AND CLARK (EBF)

20 minutes—sound $2.40 4

Tells the story of the expedition made by Meriwether Lewis and William Clark to explore the land from the Mississippi to the Pacific Coast. Follows their party up the Mississippi River to Manden Indian territory in North Dakota where they established winter camp. Portrays their meeting with the Frenchman Charbonneau and his Indian wife Sacajawea who became their guides. Continues with them across the northern Rockies and down the Columbia River to its mouth. Reveals details of scientific exploration with respect to topography, natural resources, and plant and animal life. (Jr. High through Adult)

LIBRARY ORGANIZATION (CORONET)

10 minutes—sound $1.80 3

High school and college students are expected to have a certain basic knowledge of the organization of the libraries they use, but this basic knowledge is not enough for really efficient use of the library. As this film shows, a more detailed understanding of organization speeds up work in the library and makes for better use of study time. By explaining the card catalogue system and the Dewey Decimal System in use in one typical library, the film provides students with the means for making their library a treasurehouse of information. (Jr. and Sr. High)

(Consult page 19 for Club Rental Plans.)

Unit Value

LIFE ALONG THE WATERWAYS (EBF)

11 minutes—sound—color $3.60 6

Beautiful photography depicts the many forms of plant and animal life found near the streams, ponds, rivers, and marshes that make up a waterway system. Illustrates the dependence of the members of this community on the waterway, and points out their activities throughout the spring, summer and autumn season. Indicates physical changes of the waterway in the growth from brook to river. (Elementary and Jr. High)

LIFEBLOOD OF THE LAND (USDA)

20 minutes—sound—color $1.20 2

Shows that water and life itself depend upon forests. Demonstrates through animation how rainfall affects forested and deforested slopes, why forests and cover crops are essential to an adequate water supply, what can be done by planting new trees, terracing and seeding hillsides, and avoiding too heavy grazing. (Jr. High through Adult)

LIFE CYCLE OF THE MOSQUITO (YA)

10 minutes—sound $1.80 3

A film describing the life cycle, structure, and feeding habits of the mosquito. Live action plus animation is used to show the anatomy of the mosquito egg, the larval and pupal cases. (Jr. High through College)

LIFE IN A DROP OF WATER (CORONET)

11 minutes—sound $1.80 3

This film stresses these basic themes: (1) basic necessities of animal life; (2) simplest forms of plant and animal life; (3) colonial forms of simple animal life. The various single-celled forms are shown in relation to their environment, meeting the minimum problems of all life, and the relative advantages of colonial over individual life. (Elementary through Sr. High)

LIFE IN A POND (CORONET)

10 minutes—sound—color $3.60 6

Pond life is presented "in action" here showing students microscopic animals, food-chains and a wealth of plant and animal life that provide examples of important principles of natural science. The film blends natural setting scenes and controlled set-ups with a wide variety of underwater and microscopic scenes. Seen is a typical fresh-water pond as a home of a self-sustaining group of plants and animals. Among these are green plants—shoreward, floating and submerged plants. Then the abundant animal life is seen—water fleas, beetles, insect larvae, dragonfly, nymphs, and minnows. (Elementary, through Sr. High)

LIFE IN AN AQUARIUM (YA)

10 minutes—sound $1.80 3

Shows the setting up of a classroom aquarium stocked with goldfish, snails and tadpoles. Explains how fish breathe under water; that all animals need oxygen. Shows the difference between lungs and gills; how fish use their tails and fins for locomotion; the stages of the development of the frog from the tadpole; and explains how the snails move about and protect themselves. (Primary and Elementary)

(Consult page 19 for Club Rental Plans.)

Unit Value

LIFE IN HOT DRY LANDS—CALIFORNIA (CORONET)

10 minutes—sound $1.80 3

In a land devoid of rain all forms of life must struggle to survive. This film tells the story of the fierce battle of survival waged by the starving plant life, the animals and human beings of the desert who adapt themselves to this grim existence. Your students will learn where the desert areas of the world are located . . . will learn why they are barren wastelands. (Jr. and Sr. High)

LIFE IN HOT WET LANDS—CONGO BASIN (CORONET)

10 minutes—sound $1.80 3

This film tells the story of how climate influences the lives of people in hot, wet lands. Set in the Congo Basin, the picture provides an authentic account of the life of a jungle boy and his family. It shows how people adapt their clothing, shelter, social activities and food gathering to the geographic region in which they live. (Elementary)

LIFE IN THE LOWLANDS—NETHERLANDS (CORONET)

10 minutes—sound $1.80 3

Peter and Mina are very excited! Grandfather is going to show them how so much of their country was claimed from the sea and made into rich polders or farm land. After meeting this typical Dutch family the camera takes us on an exciting tour of The Netherlands. (Elementary)

LIFE IN MOUNTAINS—SWITZERLAND (CORONET)

10 minutes—sound $1.80 3

Taking a six-month seasonal span, this film offers a fascinating study of the conditions and adaptations to living in mountainous regions. It brings to your class a background for study of Switzerland in pictorial form that enriches units from the low elementary grade through adult groups. (Elementary)

LIFE IN OLD LOUISIANA (EBF)

10 minutes—sound $1.80 3

Portrays representative aspects of Louisiana and its key city, New Orleans, during the years of Creole dominance. (Elementary through Sr. High)

LIFE INSURANCE OCCUPATIONS (AM. LIFE INS.)

10 minutes—sound $1.20 2

This film is designed for presentation to all vocational guidance classes. It gives accurate descriptions of many of the career opportunities offered by life insurance home offices. (Sr. High through Adult)

LIFE IN THE DESERT (EBF)

11 minutes—sound—color $1.80 3

The type of weather encountered in desert countries is discussed the heat, the winds that drive dust and sand, the bitter cold of night, the day after waterless day. Time-lapse photography shows us why approaching rain clouds fail to supply water to the desert; we actually see the effect of rising currents of warm air on the clouds that dissipate at the desert's edge. We see streams dry up in the sandy desert floor, and dry waterholes, mud-cracked in the intense sunlight. The film highlights the adaptation of

(Consult page 19 for Club Rental Plans.)

Unit Value

animal and plant life to the conditions around it. (Elementary through Sr. High)

LIFE OF A PLANT (EBF)

10 minutes—sound—color $3.60 6

Clearly shows steps in the life cycle of a typical flowering plant, the pea. Identifies the roles of roots, stems, leaves, flower, fruit, and seed. Live-action shots are dramatized through the medium of time-lapse photography. Animated drawings reveal the functioning of the various parts of the plant. (Elementary and Jr. High)

LIFE ON A FRENCH FARM (CORONET)

10 minutes—sound $1.80 3

There is probably no better way to reach a real understanding of another people, another nation, than to live for a little while with a typical family in their home surroundings. That is exactly what your students will do as they watch this film. They'll meet the Duvals, go about their daily tasks with them and learn how we are like them. (Elementary)

LIGHT & SHADOW (YA)

10 minutes—sound $1.80 3

This is an introduction to the nature and behavior of light. Demonstrates how light rays are reflected and explains such terms as *luminous, transparent, translucent, and opaque.* (Elementary)

LIGHT WAVES AND THEIR USES (EBF)

10 minutes—sound $1.80 3

This elementary presentation of light includes a comprehensive explanation of the principles of reflection with plane, concave and convex mirrors. Refraction is clearly revealed in connection with the lenses and with special reference to the human eye. The principles and applications of interference are vividly portrayed. This is followed by interesting sequence on polar screens, the electromagnetic spectrum, and the quantum theory. Animation is employed extensively to visualize otherwise intangible processes. (Jr. High through College)

LIMA (OIAA)

17 minutes—sound $1.20 2

The beauties of Peru's capital city, the City of Kings and the colonial capital of the Spanish empire in the Western Hemisphere. The rich historical background is sketched, and the modern life of the city is pictured against the background of many beautifully preserved colonial palaces and buildings. (Elementary through Adult)

LIMA FAMILY (OIAA)

20 minutes—sound $1.20 2

A day in the lives of the members of one of the upper-class families of Lima, the capital of Peru. We see a cultured, modern, happy group of people not unlike those in the same class in the United States. There are differences though, and these make an interesting film. (Elementary through Adult)

LIMESTONE CAVERNS (CORONET)

10 minutes—osund—color $3.60 6

The Cave of the Mounds at Blue Mounds, Wis. serves as the

(Consult page 19 for Club Rental Plans.)

Unit Value

locale for this exposition of the phenomena of formation of caves and caverns. The physical and chemical action of water and atmosphere on strata and deposits are illustrated by the formation and growth of stalactites, stalagmites, spattercones and oolites. (Primary through Adult)

LINCOLN, ABRAHAM (EBF)

20 minutes—sound $2.40 4

Dramatically re-enacts incidents in Lincoln's life which characterize him as an outstanding exponent of human freedom. Traces interesting events of Lincoln's early boyhood which reveal his unforgetable qualities of integrity, humor, common sense and tenderness. Points to his several roles as store clerk, woodsman, lawyer, husband, father, congressman and President. (Jr. High through Adult)

LITERATURE APPRECIATION: ENGLISH LYRICS (CORONET)

10 minutes—sound $1.80 3

The lyrics of Tennyson, Keats, Wordsworth, Shelley, Shakespeare and other English immortals as translated here through the medium of the motion picture will give students a new appreciation and understanding of the poets' works. The best in lyric language is presented here against the actual English scenes as the poets saw them . . . the Shropshire country as Alfred Housman knew it; the surf at Dover Beach where Matthew Arnold walked; the magic of an English spring as Robert Browning dreamed of it from abroad. (Jr. and Sr. High)

LITERATURE APPRECIATION: STORIES (CORONET)

13 minutes—sound $2.40 4

This film will increase the interest of students in the appreciation and enjoyment of great literature. They will learn how to approach stories for a better understanding, how to interpret the various types of styles of stories and how to develop an appreciation of the fine stories which have been written. (Jr. and Sr. High)

LITTLE RED HEN (CORONET)

10 minutes—sound—color $3.60 6

This film retells the famous fable of a little red hen in a charming combination of art and live action. The technique is unique, but to the teacher the value of the film lies in the common class experience it offers, the vocabulary development and the interest it excites in all language activities. (Primary)

LITTLEST ANGEL (CORONET)

13 minutes—sound $3.60 6

To the gates of Heaven came a small and very lonely little angel who though he tried to look and act like a good little angel should, just couldn't seem to stay out of trouble. Then one day, the kindly old Understanding Angel granted the Littlest Angel's wish and from that day on, the cherub's conduct and appearance were above reproach. Finally came the time when Jesus was to be born. All the angels of Paradise busied themselves with the preparation of their costly gifts. Yet it was the gift of the Littlest Angel that was chosen by God to shine as an inspiration for all men. (Primary through Adult)

(Consult page 19 for Club Rental Plans.)

Unit Value

LIVE TEDDY BEARS (The Koala) (EBF)

10 minutes—sound $1.80 3

Portrays the life and habits of the Koala, a strange and fascinating animal of Australia. Discloses the Koala first in a park and then in its native habitat, the Australian bush country. This charming film relates the story of a Koala family—father, mother, and a baby called Teddy. Explains clearly the adaptation of the Koala to its environment, especially in relation to food supply. (Primary and Elementary)

LIVESTOCK AND MANKIND (USDA)

11 minutes—sound $1.20 2

Tells how veterinary science has helped to increase the usefulness of domestic animals to mankind. (Sr. High and College)

LOCUS (KB)

12 minutes—sound $1.80 3

By a combination of animated drawings, regular photographic motion and the spoken word, the entire concept of locus is clearly visualized and explained. This is a film which will prove the advantages of audio-visual instruction in mathematics. (Sr. High and College)

LONGFELLOW, HENRY WADSWORTH (EBF)

20 minutes—sound $2.40 4

Charmingly portrays salient and representative events in the life of Longfellow—events which make secure his unique place in the world of literature. Describes his early love for poetry and his growing full life as teacher, scholar and poet. Interposes selections from his poems and depicts incidents which inspired him to write several of his best known works. (Elementary through Adult)

LOON'S NECKLACE (EBF)

10 mnutes—sound—color $3.60 6

Brings to life a charming Indian legend of how the loon, a water bird, received his distinguishing neckband. Authentic ceremonial masks, carved by Indians of British Columbia, establish the characters of the story and clearly portray the Indian's sensitivity to the moods of nature. Rich color photography, delightful narration, and effective background music make this a thoroughly charming film. (Elementary through Sr. High)

LOUISIANA PURCHASE, THE (EBF)

16 minutes—sound $2.40 4

Brings to life an important incident in United States history. Recreates not only the issues of the times but the heated passions which motivated the men who made history.

MACBETH (EASTIN)

16 minutes—sound $1.80 3

Presents the Murder and Sleepwalking scenes from the famous play. (Jr. High through Adult)

MACHINE MAKER (EBF)

10 minutes—sound $1.80 3

The setting and personnel of a machine tool factory. Demonstrates the operation and manufacture of lathes, millers, planers,

(Consult page 19 for Club Rental Plans.)

Unit Value

drill presses, boring mills, grinders, and other machines. (Sr. High through Adult)

MADE IN USA (RNR)

10 minutes—sound $1.20 2

In a typical American store a group of people discuss economic problems, the discussion reaches the point of argument on the Interdependence of the different countries. This Interdependence is clearly illustrated when one member of the group drives away in his car and pieces fall off and he is left with only the steering wheel—which, of course, is no good without the other parts. Jr. High through Adult)

MAGIC BULLETS (OWI)

30 minutes—sound $1.20 2

The dramatic story of Dr. Paul Ehrlich's struggle to conquer the microbe causing syphilis and of how he finally found a solution which effectively combats the microorganism. (Jr. High through Adult)

MAGNETISM (EBF)

16 minutes—sound $3.00 5

Discusses the laws of polarity, the magnetic field, and terrestrial magnetism. Through its effective treatment of elementary magnetism, the film leads to an understanding of atomic fields. Shows a variety of modern applications of magnetism and the important role of magnets in our technological civilization. (High School) (Physics)

MAGNETS (YA)

13 minutes—sound $1.80 3

This film teaches a few simple basic facts about bar magnets. Temporary and permanent magnets are explained to Betty and Bob by their father. Betty and Bob learn that like poles repel and unlike poles attract each other; that a suspended bar magnet acts like a compas needle; that a plain bar of steel can be magnetized and made into a bar magnet; that the magnetic force of a magnet will go through such things as glass and paper. (Elementary)

MAILMAN (EBF)

10 minutes—sound $1.80 3

Suggests the importance of mail in our lives especially to a sick child. Follows town and rural letter carriers on daily rounds. Shows how a mailman sorts and delivers incoming mail and picks up outgoing mail. Shows why the rural mailman's car is called a "post office on wheels." Rural carrier delivers letters and packages, and sells money orders and stamps, accepts and weighs parcel post packages, etc. Shows how mailmen go out in all kinds of weather. Emphasizes aspects of mailman's relation to mail service. He performs an efficient routine. (Primary through Jr. High)

MAINTAINING CLASSROOM DISCIPLINE (McGRAW-HILL)

14 minutes—sound $2.40 4

Explores the fundamentals of proper control of class conduct and attitude. Contrasting methods of handling a class are demonstrated. (College and Adult)

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Unit Value

MAJOR RELIGIONS OF THE WORLD (EBF)

20 minutes—sound—color $3.00 5

This film presents an objective survey of the origins, rituals and symbols of the major religions of the world today—namely, Hinduism, Buddhism, Judaism, Christianity, and Mohammedanism. Designed to help inspire an appreciation for, and a tolerance of, the principal religious faiths held by most of the world's people. (High School and Adult) (Social Studies)

MAKE WAY FOR THE QUEEN (MOT)

23 minutes—sound $1.20

Preparation for the coronation of Elizabeth.

MAKE YOUR OWN DECISIONS (CORONET)

10 minutes—sound $1.80 3

Making decisions is a skill that everyone should learn as a prerequisite to more mature and successful living. Failure to make decisions often leads to worry and even ill health. This film presents a series of five questions that illustrate the alternatives that exist in every situation and shows how each contributes to making a self-reliant and a psychologically mature individual. (Jr. and Sr. High)

MAKING BOOKS (EBF)

10 minutes—sound $1.80 3

Traces each important step in the manufacture of books—from author's manuscript to completed book. Reveals how type is first set by linotype; how it is locked into page form; and how electroplates are made. We then see how the sheets are printed, cut, folded, and bound; how covers are made and attached; and how each book is finaly enclosed in a bright-colored jacket. (Primary and Elementary)

MAKING COTTON CLOTHING (EBF)

10 minutes—sound $1.80 3

Tells the story of a child's cotton print dress from the designing of the original to the pressing and packing of hundreds of dozens of garments in a modern mass production garment factory. Hand methods are contrasted with quantity production technique. (Elementary through Sr. High)

MAKING ELECTRICITY (EBF)

11 minutes—sound $1.80 3

Provides a fascinating demonstration of how electricity is made by moving a coil of wire through the field of a magnet. Explains first how a small, hand-powered generator is constructed and how it operates; then illustrates how the same principle applies in generating electricity at a large hydro-electric plant. Reveals finally how electricity is carried over power lines to the consumer. (Elementary)

MAKING FRIENDS (EBF)

11 minutes—sound $1.80 3

Illustrates with a series of brief scenes various kinds of friendships. Three different high school students have friendship problems. The film describes how each student attempts to solve his problem. Points out definite qualities of friendship and ways of making friends.

(Consult page 19 for Club Rental Plans.)

Unit Value

MAKING OF A MURAL (EBF)

10 minutes—sound—color $3.60 6

Thomas Hart Benton makes a mural for a Missouri department store. All stages of preparation and work are shown, from the conference with a store president to the final mounting of the mural on the wall. Mr. Benton experiments first in rythmic designs to fit the oblong space. Developing a design based on a Greek myth, he sketches the layout, makes a clay model in order to get unusual lighting effects, makes a small painting from the model to determine the color combinations, uses live models to make larger clay models with all necessary details, makes an exact cartoon drawing of the entire design, transfers the design to the canvas, mixes the paints, does the actual painting, adds details and covers the entire canvas with wax. (Jr. High through College)

MAKING OF A SHOOTER (JAM HANDY)

30 minutes—silent—color $1.20 2

While the picture is primarily a safety film, it also represents in a most effective manner the recreational appeal and character building possibilities of hunting and other forms of shooting. It traces the development of a youngster under expert supervision, into a real sportsman with a full knowledge of how a gun should be handled safely and efficiently, and how he should conduct himself with firearms at all times. (Jr. High through Adult)

MAKING PAVING BRICK (USDA)

15 minutes—sound $1.20 2

The progress of clay is traced from the time it is taken from the deposit until it is made into the finished product. (Jr. High)

MAKING SENSE WITH SENTENCES (CORONET)

10 minutes—sound $1.80 3

Why should we use complete sentences when we write? Often we do not speak in complete sentences, yet we are understood. What is a complete sentence, anyway? These and other questions about "Complete thoughts" and how they are expressed are answered in this unusual film. (Elementary)

MAKING SHOES (EBF)

11 minutes—sound $1.80 3

Designed to show elementary school children how shoes are manufactured in modern American factories. It traces the entire process from cutting the leather through assembly of various parts of the shoe and final polishing and packing. One of a series of films to show children how modern technology affects everyday life. (Primary through Jr. High)

MALAY PENINSULA: THE LAND & THE PEOPLE (CORONET)

10 minutes—sound $1.80 3

Importance of this Asiatic peninsula to our economy is dramatized in this review of its economy and culture. Audiences will see the relationship of the hot, wet climate to the way the people of the Malay Peninsula live and how the people produce tin, rubber, tea and copra. This film shows the development of trading centers such as Singapore with its striking contrast between East and West. (Jr. and Sr. High)

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Unit Value

MALAYA—Nomads of the Jungle (UWF)

20 minutes—sound $3.00 5

The moment this picture begins you experience the illusion of actual presence in a Malayan jungle and participation in the every-day life of a typical nomad family. You hear the chatter and laughter of care-free moments and you understand perfectly how these people plan their lives, anticipate their needs and meet their problems in relation to climate, environment, natural resources. This is background. The story centers upon the development of a boy approaching maturity and his preparation for adult responsibilities in which can be seen the same basic needs for skills and knowledge required of any child in any land. (Elementary through Adult)

MAMMALS ARE INTERESTING (EBF)

11 minutes—sound $1.80 3

Defines the concepts needed to understand the distinguishing characteristics of mammals. Includes striking close-up views of some forty different animals—from the one celled protozoa to the highly intelligent chimpanzee. Points out the differences between vertebrates and invertebrates, cold-blooded and warm-blooded animals; and classifies several well-known groups of mammals—the hoofed mammals and other plant eaters, the carnivora, the rodents, and the primates. (Elementary through Sr. High) (Animals and Biology)

MAMMALS OF THE ROCKY MOUNTAINS (CORONET)

10 minutes—sound $1.80 3

Moving up the mountain from the valley grasslands through the wooded slopes and alpine meadows to the barren heights, we see how animals typical of each mountain zone adapt themselves to the changing seasons. The film shows how the mountain goat, bighorn sheep, mule deer, marmot, porcupine, and others solve their particular problem of food supply. (Jr. and Sr. High)

MAMMALS OF THE WESTERN PLAINS (CORONET)

10 minutes—sound $1.80 3

Here the plant-eaters and meat-eaters of the plains illustrate the inter-relationship of the wildlife in any area. Striking action scenes of the animals in their natural habitat show how the buffalo, antelope, timber wolf, and others are fitted to find their food and to protect themselves. (Jr. and Sr. High)

MAN WHO MISSED HIS BREAKFAST (C)

28 minutes—sound $1.20 2

A story of nutrition. The Warren family and Uncle Bill—the man who missed his breakfast. Never, says Uncle Bill, has there been greater need for Americans to be strong, healthy and able to perform the jobs confronting each of us. We must eat properly, so that we have strength, energy and stamina to do these jobs. Elementary through Adult)

MANAGING THE FAMILY INCOME (MOD)

38 minutes—sound $1.20 2

Is your family budget a bugaboo or a means of assuring comfort and joy? Budgets are more than a lot of figures on a piece of paper—not just numbers that jump and shout "no" every time you want to have a little fun. This interesting picture shows how

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Unit Value

an ordinary family makes a plan for spending their income. Recommended for arithmetic, home economics, social science, and other classes studying budgets. (Jr. High through Adult)

MANUAL TRAINING, ELEMENTARY (BRANDON)

10 minutes—sound ..... $1.80 — 3

We see a youngster start with the plans and work to a polished finish, a gift box. He is taught to use the saw, plane, a veining tool, cleats, glue and nails. Produced under the direction of Edward T. Hall of the Universal School of Handicraft, New York. (Elementary and Jr. High)

MAPS ARE FUN (CORONET)

11 minutes—sound—color ..... $3.60 — 6

Introduces the fundamental concepts of map reading—legend, scale, grid, types of maps, uses of color, how to read a map index, etc. An incentive and orientation film for intermediate grades. (Elementary and Jr. High)

MARINE ANIMALS & THEIR FOODS (CORONET)

8 minutes—sound—color ..... $3.00 — 5

This film effectively demonstrates the interrelation of marine animals and their surroundings by showing various sea animals and the five general types of food on which they depend. Such common marine animals as the sea anemone, sea urchin, barnacle, and octopus are included. Special attention is devoted to specific adaptations of these animals for obtaining one or more of the main types of food. (Jr. and Sr. High)

MARITIME HOLIDAY (FBC)

16 minutes—sound—color ..... $1.20 — 2

Shows the many experiences discovered by an American family who proceed by road and by sea to New Brunswick and Prince Edward Island and back via Cape Breton Island and Nova Scotia. The film highlights the many scenic attractions, the facilities for summer enjoyment. Some of the "believe it or not" natural wonders, and the thrills of sailing—all of which makes theirs a colorful and memorable holiday. (All age groups)

MARITIME PROVINCES OF CANADA (EBF)

10 minutes—sound ..... $1.80 — 3

Located in the extreme southeastern part, the Maritime Provinces include three small provinces: the peninsula of Nova Scotia with Cape Breton Island on the Atlantic; Prince Edward Island in the Gulf of St. Lawrence; and New Brunswick. (Elementary through Adult)

MARRIAGE IS A PARTNERSHIP (CORONET)

15 minutes—sound ..... $2.40 — 4

Too often today, young people regard marriage as a goal in itself. Under the influence of romantic fiction, they tend to believe that all it takes to "live happily ever after" is love. This motion picture sets out to establish a positive approach to the realities of marriage—to answer some of the major problems that arise during the first year of marriage; arguments, responsibilties, decisions, loyalties and other marital questions are raised and discussed in this film story. (Sr. High)

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Unit Value

MARY VISITS POLAND (IFF)

10 minutes—sound $1.80 3

Mary, an American elementary school girl, describes to her class her experiences in visiting her grandparents in Poland. In her own language she takes her class into a Polish school, into Polish homes, and into fields where agricultural activities are seen. She shows them the beautiful costumes and colorful dances of the Polish people and gives her class an insight into the cities of Lowicz, Krakow, Zakopane, and Gdynia. (Elementary through Sr. High)

MASTER WILL SHAKESPEARE (TFC) **(See regulations—last page)**

10 minutes—sound $1.80 3

A brief story of the life of Shakespeare with special emphasis on his play "Romeo and Juliet". (Jr. High through College)

MATTER & ENERGY (CORONET)

10 minutes—sound $1.80 3

This film shows that everything in the universe is either matter or energy. Matter in its different forms, physical and chemical change, the laws of conservation of matter and energy, etc. are visualized by the sound and motion of real-life examples, supplementing expert laboratory demonstration. (Jr. and Sr. High)

MEANING OF FEUDALISM (CORONET)

10 minutes—sound $1.80 3

Students are sure to get a new history experience when they see and study a feudal castle with Jacques, a French boy who lives in an ancient town below the castle. The film presents the physical elements, and more, it re-creates the flavor and spirit of feudal times. (Jr. and Sr. High)

MEANING OF LONG DIVISION (EBF)

10 minutes—sound $1.80 3

Explains simply and clearly the meaning of long division. Shows first that long division takes the place of a tedious succession of simple subtractions. Then, by means of unique animated diagrams, the film explains how the operation is shortened and simplified by grouping the subtractions. To further clarify the concept, two representative problems are solved graphically in animation. (Jr. and Sr. High)

MEANING OF PERCENTAGE (YA)

11 minutes—sound $1.80 3

Provides an introduction to the meaning of percentage by relating it to the student's previous understanding of fractions and decimals. (Elementary and Jr. High)

MEANING OF PI (CORONET)

10 minutes—sound $1.80 3

This film develops an understanding of this important mathematical ratio and outlines a study procedure by which the numerical value of pi can be checked and reviewed. In careful step-by-step procedure, the numerical value of pi is arrived at and sequences showing the use of circles in art, industry and commerce help to fix the value firmly in the student's mind. In a closing historical sequence, the discovery of pi is described as one of the great advances in history. (Jr. and Sr. High)

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Unit Value

MEANING OF PLUS AND MINUS (EBF)

10 minutes—sound $1.80 3

Shows how the words "plus" and "minus" and their corresponding signs are associated with actions. That is, "plus" belongs with joining actions, while "minus" goes with separating actions. This association of symbol with action is made especially clear by this picture and provides sound basic understandings vital to later mathematical competence. (Prmary)

MEANING OF THE INDUSTRIAL REVOLUTION (CORONET)

10 minutes—sound $1.80 3

For us today, lving in an age of machines, the question of "How did this begin?" is necessary to an understanding of our times. With this film your students will discover answers to our own age, as they relive in England the 18th century revolution that was the change-over from hand tools to machines from water power to steam power. From the quiet rhythm of the spinning wheel to the multiple whirring of Hargreaves' spinning jenny to the steady pulse of a Watt flywheel, your audience will see the exciting drama of industrial achievements that revolutionized Western civilization. (Jr. and Sr. High)

MEASUREMENT (CORONET)

11 minutes—sound $1.80 3

Don, a boy of twelve, encounters everyday situations involving measurements of the seven kinds treated in the film: linear, square, cubic, weight, liquid, temperature, time. The illustrations are simple ones, such as making a ball diamond, counting money, measuring a room, etc., but they highlight the importance of measurement to modern living and motivate the study of means and tools of measuring. (Elementary through Sr. High)

MEASUREMENT OF ELECTRICITY (CORONET)

10 minutes—sound $1.80 3

Don, concerned about overloading a household circuit, falls asleep while studying a book of electricity. In his dream, which follows, the four scientists, whose names have been adopted as the four basic units of electrical measure, speak to him from the book. This film teaches the fundamental definitions and the physical concepts involved in . . . the Volt, Ampere, Ohm, and Watt. (Jr. and Sr. High)

MEATS WITH APPROVAL (USDA)

17 minutes—sound $1.20 2

The purpose of the federal meat inspection program and how it helps to assure wholesome, clean meat for the consumer. It shows the steps of inspection—from live animal through slaughter house and cannery, and tells how the meat inspection law came into being, how it is administered and what it means to the consumer in terms of health and safety. (Jr. High through Adult)

MCHANICAL APTITUDES (CORONET)

10 minutes—sound $1.80 3

A high-school boy goes to the school counselor for help in choosing his electives. Sound guidance practices are demonstrated as the two work toward a decision based on the boy's interests, abilities, and future plans. Ways to test mechanical interests and

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Unit Value

abilities and to increase mechanical abilities are shown. (Jr. and Sr. High)

MECHANICS OF LIQUIDS (CORONET)

10 minutes—sound $1.80 3

As an introduction to hydrostatics, this film relates the subject to everyday objects around us by showing that water systems in our homes, in towns and on farms serve us because of definite scientific principles. Pascal's law of pressure on confined liquids is interpreted in terms of hydraulic machines; Archimedes' principle of buoyancy is translated in terms of swimming. Effective animation clarifies the teaching of the important points regarding the mechanics of free and confined liquids. (Jr. and Sr. High)

MECHANISMS OF BREATHING (EBF)

10 minutes—sound $1.80 3

The breathing mechanism in operation. Technical animation of gaseous exchange in lungs and body tissue cells, including pathological conditions. Demonstration of artificial respiration. Nervous control of breathing and factors affecting rate and depth of breathing. (Jr. High through College)

MEDIEVAL WORLD (CORONET)

10 minutes—sound $1.80 3

From the English-walled city of York, from the Flemish guildhalls of Ghent, from the French cathedral of Chartres comes the film framework of The Medieval World. Knights and feudalism, Chaucer's Pilgrims, castles and crusades—these words and ideas take on meaning and relationships in this exciting visualization of medieval times. (Jr. and Sr. Hgh)

MEET YOUR FEDERAL GOVERNMENT

15 minutes—sound $1.80 3

For junior and senior high school studies, for the purpose of motivating and introducing a study of the structure and function of our federal government. Explains the powers of the federal government as well as the nature and function of each of the three main branches. (Jr. High through College)

MEETING THE CHALLENGE (B&O)

29 minutes—sound—color $1.20 2

The film shows modern scenes and gives a remarkable comprehensive survey of operations on the 6,000 mile B&O Railroad. Included are such shots as the operation of the great Curtis Bay Coal Pier and of the great new coal and ore docks of the B&O at Lorain, Ohio on Lake Erie. (Jr. High through Adult)

MEHALLA (HWO)

6 minutes—sound $1.20 2

At Mehalla, eighty miles north of Cairo, on the Nile River, an industrial miracle is taking place. Here, one of the world's greatest textile mills has been constructed and a "modern paradise" represents the last word in housing, recreations, and educational facilities for the 26,000 employees. It includes a library, cultural center, mosque, theater, swimming pool and schools. Over 100,000,000 yards of fabric from Egypt's famous long staple cotton, is produced here annually. (Jr. High through Adult)

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Unit Value

MELTING AND REFINING OF STAINLESS STEEL (BM)

23 minutes—sound—color $1.20 2

Shows operation of 50-ton electric furnace: charging furnace, lowering electrodes, striking electric arc, controlling current, adding oxygen to burn out impurities, slagging to protect steel, taking a sample, skimming slag, adding burned lime and flourspar, stirring the melt, sampling, laboratory testing, pouring ingots. Closes with a list of articles made of stainless steel. (Jr. High through Adult)

MEN OF GLOUCESTER (FORD)

20 minutes—sound—color $1.20 2

Portrays the Cape Ann section of Massachusetts, the scenes of the landing of the first white settlers in America early in the 1600's. The picture shows the crew of a topline mackerel seiner actually hauling mackerel from the sea more than ninety miles off shore. (Elementary through Adult)

MENTAL HEALTH (EBF)

12 minutes—sound $1.80 3

Vividly defines good mental health, describes its attributes, and discusses its importance to the individual and to society. The film sets forth a series of simple, straightforward rules for "keeping mentally fit," and illustrates them with incidents from the lives of various members of a high school graduating class.

MEN WHO GROW COTTON (C)

21 minutes—sound—color $4.20 7

Opening with scenes of the color and gaiety of the Cotton Carnival in Memphis, this picture visualizes and emphasizes the dependence of the South upon cotton. Behind the romance of the carnival is the reality of growing and marketing cotton. Today, the men who grow cotton face competition from other industries and from industrial products in this country—rayon, nylon, and paper. They are meeting this competition by diversified farming, by soil conservation practices, by the cooperative buying of seed, equipment, and insecticides, by discovering new uses for cotton and cotton products, and by using new methods and new machines. Especially stimulating to the imagination are the possibilities of mechanization, and the film shows such modern developments as a flame cultivator which burns out weeds around cotton plants without harming the plant themselves, the spreading of insecticides by airplane, and the weird and slightly terrifying mechanical cotton picker. This film is recommended for both rural and urban audiences, for school and out-of-school use. (Jr. High through Adult)

MENU PLANNING (CORONET)

10 minutes—sound $1.80 3

Well balanced, attractive meals, planned to fit within a budget, are necessary for healthful family living. This film shows how one family learned how to apply four tests for good menu planning: Do the meals fit within the budget? Are the foods attractive to the family? Can the foods be prepared in the time available? Do the meals meet the dietary need of the family? (Jr. and Sr. High)

(Consult page 19 for Club Rental Plans.)

Unit Value

METALCRAFT (EBF)

11 minutes—sound $1.80 3

Presents the steps taken by a master craftsman in making a pewter bowl by spinning and shaping a blank for later soldering to a cast base. The craftsman then creates a bronze bowl by raising, smoothing, annealing, planishing, and burnishing a blank disc. (Jr. High through Adult)

MEXICAN AGRICULTURAL PROGRAM (ASSOCIATION FILMS)

22 minutes—sound—color $1.20 2

Shows how soil management, irrigation, conservation, development of new crop varieties, pest control, and up-to-the-minute farm machinery have improved Mexico's agricultural output. The agricultural program described in the film began in 1943 as a joint undertaking of the Mexican government and the Rockefeller Foundation with the purpose of producing more high quality food with less labor. The successful results of the program are illustrated. (Sr. High through Adult)

MEXICAN CHILDREN (EBF)

10 minutes—sound $1.80 3

Reveals the home, school, and play life of two Mexican children, Aurora and Mateo. (Primary through Jr. High)

MEXICO BUILDS A DEMOCRACY (OIAA)

20 minutes—sound $1.20 2

Shows how Mexico is attempting to build its democracy by educating its people. How a young instructor in one village carried out his program of education for democracy. (Jr. High through Adult)

MEXICO CITY (OIAA)

11 minutes—sound—color $1.20 2

The cathedrals, modern hotels, and parks of Mexico are described by Orson Welles. There is a dance to the God of Fire and a fiesta in the capital. (Jr. High through Adult)

MEXICO VALLEY—Adobe Village (UWF)

20 minutes—sound $3.00 5

This film lesson vividly illustrates how areas colonized by Spanish peoples in the Western Hemisphere are characterized by much "blood-blending" and have developed a maize culture with life centered in the village especially the church of the village. The central plateau of Mexico well illustrates this geographic principle. Here one finds a mixture of Indian and Spaniard blood (Mestizos). The peasants are seen practicing a maize culture (mostly hoe culture). Their life is centered in the market town, and they are particularly close to their church. (Elementary through Adult)

MICROSCOPE & ITS USE (YA)

11 minutes—sound $1.80 3

A demonstration film explaining the basic parts of the microscope, its function, and its use. Explains thoroughly, step by step, the method of learning to operate and use the microscope properly. Attention is given throughout the film to proper care of the instrument. (Elementary through Sr. High)

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Unit Value

MICROSCOPIC MYSTERIES (TFC) (See regulations—last page)

10 minutes—sound $1.80 3

Natural life habits and activities of certain insects—family of ants—a spider—and lions—grasshoppers—shell-backed bug—wasp scorpion—cricket—a tarantula attacks a cricket—mating scenes between black crickets—spider attacks a centipede. (Elementary through Sr. High)

MIDDLE STATES (EBF)

10 minutes—sound $1.80 3

Presents in sequential form an overview of man's use of resources in the states of Minnesota, Iowa, Missouri, Illinois, Wisconsin, Michigan, Indiana and Ohio. (Jr. High through College)

MIDWEST USA—Cattle and the Corn Belt (UWF)

20 minutes—sound $3.00 5

In this film, we learn how the people who live and work on the vast areas of level land, which constitute our midwestern plains produce large quantities of food for the people of the world and feed for livestock. In the western part, lands are used for grazing livestock which are later shipped eastward to the moister section of the central states commonly referred to as the Corn Belt. Here a mixed type of agriculture is dominant. Cattle and hogs are fattened for market on the corn and other crops raised on the farm. As a result of these agricultural activities, the Central States have millions of people and many large cities. (Elementary through Adult)

MIGHTY COLUMBIA RIVER (CORONET)

10 minutes—sound $1.80 3

The largest North American river to flow into the Pacific shows all its force, vitality and beauty in these scenes. Put to work by Grand Coulee and Bonneville Dams, the Columbia displays itself as one of the world's greatest sources of hydro-electric power . . . a busy pathway of shipping traffic, a rich fishing bed for the salmon industry and a source of irrigation for the broad farmlands of the Northwest. (Jr. and Sr. High)

MIGHTY MUSKIE (NBC)

10 minutes—sound—color $1.20 2

Fishing for muskellunge, one of the gamest of fresh-water fish in Canada, is a sport that gets into a man's blood. On the teeming waters of northwestern Ontario and southern Quebec the camera closes in for a ringside seat as two fishermen match their strength and skill with that of the mighty muskie. Fish after fish is pulled in after savage struggle. Small ones are returned to the lake—and why not, when there are fifty-pounders waiting to test the fisherman's technique with rod and reel?

MILK (EBF)

10 minutes—sound $1.80 3

Presents the dramatic story of milk from the dairy farm to the table. Photographic sequences depict the use of milk in the home, the dairy herd, milking and the care of cows, and the pasteurization and bottling of milk in a modern plant. The use of machines is emphasized without stressing technical details. An important film for helping to acquaint children with our modern industrial society: for developing appreciation of the contributions of technology to home life. (Primary and Elementary)

(Consult page 19 for Club Rental Plans.)

Unit Value

MIRACLE MONEY (AM. CANCER)

20 minutes—sound $1.20 2

Shows the activities and eventual exposure of a quack-doctor who runs a private hospital and advertises a cure for cancer, with a dramatization of the police record. (Sr. High through Adult)

MISSOURI AND ITS NATURAL RESOURCES (BM)

33 minutes—sound—color $1.20 2

The minerals and other natural resources, raw materials, industries, and recreational facilities. Emphasizes the diverse resources and products of the state whose population is balanced almost evenly between urban and rural. (Jr. High through Adult)

MODERN BASKETBALL (OSFS)

28 minutes—sound ..... per day $2.00

Interpretation of the basketball rules demonstrated by skilled high school and university players—how the ball becomes dead—illustrations of personal and technical fouls—violations—rights of player in possession of ball, player without the ball—dribbing—feinting—screening—air dribble—crowd scene. (Jr. High through Adult)

MODERN BASEBALL (OSFS)

25 minutes—sound ..... per day $2.00

Demonstrates the rules which apply in many situations. Shows correct game administration by umpires. Made in 1953. (Jr. High through Adult)

MODERN FOOTBALL (OSFS)

25 minutes—sound ..... per day $2.00

Portrays the playing field—substitutions—the two types of downs (scrimmage and free kick)—when the snap begins and ends—illegal shifts—false starts—passing and handling the ball—eligible and ineligible players on forward pases—types of illegal passes—illustration of forward pass interference—the fair catch—illustration of personal fouls—the 3 and 1 method of enforcing penalties—rights and limitations of K and R on scrimmage kick—force—interesting pageantry surrounding the game. Suitable for coaches and officials, school assemblies, football study groups, service clubs and athletic banquets. (Jr. High through Adult)

MODERN FRANCE: THE LAND & THE PEOPLE (CORONET)

10 minutes—sound $1.80 3

Audiences will see the France of today—from the wheat fields of Normandy to the steel mills of Nancy. Steel workers, grape growers, fishermen and truck gardeners all are here to bring a modern, "human" approach to any study unit on France. (Jr. and Sr. High)

MODERN HAWAII (CORONET)

10 minutes—sound $1.80 3

The strategic position of the Hawaiian islands, their origin, settlement and industries are presented here against a background of the islands' culture. Hawaii's position in the mid-Pacific makes it unusual geographically and important strategically. In an overview of the islands we see the important relationship between geography and geology and their effect upon the economy of Hawaii. (Jr. and Sr. High)

(Consult page 19 for Club Rental Plans.)

Unit Value

MODERN LITHOGRAPHER (EBF)

11 minutes—sound $1.80 3

Describes in detail the techniques of lithographic artists and the processes of duplicating black and white and color originals by means of direct and off-set lithography. The roles of the commercial photographer and the modern printing press in the mass production of attractive art prints, including advertising materials, are portrayed. (Jr. High through Adult)

MOLECULAR THEORY OF MATTER (EBF)

10 minutes—sound $1.80 3

Evidence of molecular activity in gases, liquids, and solids is presented in support of the molecular theory of matter. Animated drawings explain such phenomena as the diffusion of gases, the evaporation of liquids, and the transformation of liquids into solids, in terms of the theory. Among the features of the film are the machine gun illustration of force exerted by molecules in motion, and the microscopic view of the Brownian movement, direct evidence of molecular motion. (Jr. High through College)

MONARCH BUTTERFLY (EBF)

10 minutes—sound—color $3.60 6

Portrays the four stages in the life cycle of the Monarch butterfly. Close-up photography depicts the monarch laying its eggs, and shows the caterpillar eating its way out of the egg, feeding, molting, forming its chrysalis, and emerging as a butterfly. (Elementary through Sr. High)

MONTEVIDEO FAMILY (OIAA)

19 minutes—sound $1.20 2

An interesting study of the daily life of one typical middle-class family of Uruguay in its capital city. The housework, schoolwork, the cultural and entertainment diversions, the work of the father in the office, all contribute to an understanding of our neighbors. (Elementary through Adult)

MOON, THE (EBF)

10 minutes—sound $1.80 3

The technique of animation and other cinematic devices present the story of the moon. The different concept of tides explained, as are the phases of the moon. Other lunar phenomena explained by special cinematography and animation are: the moon's orbit; the lunar month; sunrise and sunset on the moon; occultation of stars; the moon's path in space; lunar eclipses; and solar eclipses. (Jr. High through College)

MORE MILK (USDA)

10 minutes—sound $1.20 2

This film represents the need for increased milk production. For this increase the country looks—not to the large commercial dairy herds which are already producing to capacity, but to small farm herds of a dozen or so cows. The treatment that cows can be given to increase production. (Elementary through Sr. High)

MOSQUITO (EBF)

10 minutes—sound $1.80 3

Reveals the life cycle of the mosquito, and emphasizes importance of malaria mosquito control. With remarkable close-up photography, the film portrays egg-laying, egg hatching, the molting

(Consult page 19 for Club Rental Plans.)

Unit Value

process, the pupa stage, and the emergence of the adult mosquito. It then presents examples of areas where mosquitos breed, and demonstrates effective methods for combatting the insect. (Elementary through Sr. High)

MOSQUITO—PUBLIC ENEMY (C)

11 minutes—sound $1.20 2

Shows several varieties of the mosquito, describes it as a pest and public enemy, and pictures its life history and several methods of control. (Jr. High through Adult)

MOTHER DUCK'S SURPRISE (YA)

10 minutes—sound $1.80 3

An animal film telling the story of Mother Duck's disappearance from the backyard; how Father Duck searches for her, inquiring of all the other animals; and how Mother Duck finally is found on her nest, hatching a new family of ducklings. (Primary)

MOTHER GOOSE STORIES (BAILEY)

11 minutes—sound—color $3.60 6

Mother Goose steps out of the nursery rhyme book and brings some of her favorite characters to life, including Little Miss Muffet and Humpty Dumpty, portrayed by animated figurines. (Primary

MOTIVATING THE CLASS (McGRAW-HILL)

19 minutes—sound $3.00 5

A young student teacher of mathematics learns that adequate motivation is basic to all good teaching, and is obtained by translating the values of the subject matter into terms the pupils can understand. (College and Adult)

MOUNT RAINIER (EBF)

12 minutes—sound—color $3.60 6

A survey of the various life zones from the bottom to the top of Mount Rainer. The plants and animals of the snow and ice zone, the meadow zone, and the forest zone are shown. Since most forms of life are essentially absent from the top zone, the emphasis there is on the work of ice and its melting water. (Jr. High through Adult)

MOUNT VERNON IN VIRGINIA (Presented by Mt. Vernon Ladies Assn.)

22 minutes—sound $1.20 2

Presents Mt. Vernon as it might have been seen by Washington himself upon returning home on Christmas Eve, 1783, after completing his duties as commander-in-chief of the American Armies. All the well-loved objects of his home are seen thru his eyes. (High School and Adult)

MOUNTAIN BUILDING (EBF)

10 minutes—sound $1.80 3

By employing animated drawings and models "Mountain Building" re-enacts significant events in geological history. The subsidence of the land about the mouth of the Hudson River, the story of the Appalachian Mountains, and the spectacular Lewis Overthrust in the Rocky Mountains are vividly portrayed. The film opens with a photographic survey of evidence which constitutes the basis of the interpretations, and closes with a consideration of the

(Consult page 19 for Club Rental Plans.)

Unit Value

significance of these phenomena to mining and structural engineering. (Sr. High and College)

MR. AND MRS. AMERICA (OWI)

15 minutes—sound $1.20 2

This film tells you why you and I—Mr. and Mrs. America—should not only buy bonds but hold them until maturity. President Roosevelt introduces the subject to remind us that war is still the chief job of all and we at home can help most by buying and holding war bonds. Combat shots of men in action and of men wounded. If they give a life, surely we can buy bonds to help fight the war and win the peace. (Sr. High and Adult)

MUDDY WATERS (USDA)

12 minutes—sound $1.20 2

A story of land use and abuse in the Southwest. Shows conditions when the white man came and how his grazing and farming depleted soil-binding vegetation, resulting in destruction of the soil by floods and erosion. Suggests remedial measures. (Sr. High through Adult)

MULTIPLICATION IS EASY (CORONET)

10 minutes—sound $1.80 3

Here is demonstrated the procedure of multiplication. The film shows why this process is important to know and shows the main steps in learning how to multiply. Also, just as important, the film shows boys and girls that multiplication, as a means of solving real problems, can be fun, useful and rewarding. (Elementary)

MUSIC IN AMERICA (MOT)

17 minutes—sound $1.80 3

Features such outstanding musical personalities as Marian Anderson, George Gershwin, Benny Goodman, Violinist Mischa Elman, and Conductor Serge Koussevitsky. The film shows how jazz was derived from Negro folk music, how great composers like Gershwin were inspired by the popular idiom of their time. Designed to give a comprehensive picture of U.S. music and also to intensify interest in it. (Jr. High through Adult)

MY TRIP ABROAD (AFFIms)

10 minutes—sound $1.80 3

Mrs. Roosevelt visits Norway, Sweden, Finland, Denmark, Holland, France and England, and notes the various ways in which the Marshall Plan has been used in each to aid recovery. (Sr. High through Adult)

NATURE OF COLOR (CORONET)

10 minutes—sound—color $3.60 6

This film takes up and demonstrates Newton's explanation of the rainbow, the principles of color reaction and absorption, the mixing of colors by addition and by subtraction and the application of color principles to painting, printing and photography. To conclude, a unique demonstration shows the principles which make this color film itself possible. (Jr. and Sr. High)

NATURE OF LIGHT (CORONET)

10 minutes—sound $1.80 3

With two boys on a fishing trip, your students will have an opportunity to study light as a form of radiant energy; to observe closely

(Consult page 19 for Club Rental Plans.)

Unit Value

the principles of reflection and refraction; and to learn how these principles are applied to the science of optics. This film both motivates an interest in the principles and behavior of light and gives specific information. (Jr. and Sr. High)

NATURE OF SOUND (CORONET)

10 minutes—sound $1.80 3

As the railroad train roars across your movie screen, as a white puff rises from a distant factory whistle and its sound arrives seconds later, the nature of sound is simplified and clarified for your students. Our radio amateur will show them the picture of sound on his oscilloscope and leave them with a new, bright understanding of the principles of sound's vibration, its characteristics and transmission. (Jr. and Sr. High)

NATURE'S CHEMISTRY (GUT)

10 minutes—sound $1.20 2

Divided into three parts: (1) a microscopic study of a drop of water showing glass models of microscopic animals; (2) shows how sunlight converts green leaves into food and the growth of plants; (3) presents some aspects of soilless agriculture, sand culture and the application of these methods to cattle feeding. (Jr. and Sr. High)

NAVAJO CHILDREN (EBF)

10 minutes—sound $1.80 3

Here are revealed, in superb photography, set in Arizona and New Mexico, the experiences of a Navajo boy and girl in moving with their family, household effects, pets, horses, sheep and goats from their winter quarters to their summer home. Following a day's journey by wagon, they camp for the night with other Navajos and after the evening meal sing native songs. In the morning, the Navajo boys hold marksmanship contests with bows and arrows. The next day brings them to their destination. Repairing their home, planting their crops, caring for the sheep and goats, and rug weaving are among the activities shown. (Primary through Jr. High)

NAVAJO INDIANS (EBF)

10 minutes—sound $1.80 3

Glimpses of Navajo Indian life which few white people know about. The girls tend the sheep and goats and ask the boys to dance. The boys race ponies. We see homework of weaving and gardening. Silversmithing, home-building, and cooking are also presented. A native wedding with Navajo conversation and songs. (Jr. and Sr. High)

NEAR HOME (IFB)

25 minutes—sound $2.40 4

To illustrate several principles that are basic to good teaching, a class and teacher study the community in which they live. In the study of the community by the pupils, and the part played by the teacher, can be observed in a learning process that takes advantage of an inherent interest in things near by and approaches the learning process as problem solving. (Jr. High through Adult)

NEGRO SOLDIER, THE (OWI)

45 minutes—sound $1.20 2

A Negro preacher reviews the part played by his race in the de-

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Unit Value

velopment of the United States and in the current war. Excellent picture and musical background. (Elementary through Sr. High)

NERVOUS SYSTEM (EBF)

10 minutes—sound $1.80 3

Structure of the nervous system, particularly in man; its pathways and connections. The nature of the nerve impulse; conditions for setting up impulses; their passage from cell to cell; their discharge and resultant activity. Reflexes. Sensory integration, and activity of the cerebrum. (Jr. High through College)

NEVADA AND ITS NATURAL RESOURCES (Bureau of Mines)

31 minutes—sound—color $1.20 2

A description of the state of Nevada, with emphasis upon its mineral resources and mining operations. (Jr. High through Adult)

NEW ENGLAND: BACKGROUND OF LITERATURE (CORONET)

10 minutes—sound $1.80 3

Now your classes can explore Thoreau's pool, sit snugly at Whittier's hearth and thrill to see the ensign flying from Old Ironsides. Here is the New England as we know it through the works of Bryant, Emerson, Longfellow, Whittier, Thoreau, Holmes and Alcott. The works of these authors will take on new meaning as students see the New England these authors wrote about. (Jr. and Sr. High)

NEW ENGLAND FISHERMEN (EBF)

11 minutes—sound $1.80 3

Domestic life and work of New England fishermen. Fishing on Grand Banks is main scene. Work and living conditions aboard a steam trawler which drags a fish net along the ocean floor. (Elementary through College)

NEW SOUTH (MOT)

17 minutes—sound $1.80 3

The South found itself almost ruined and poverty-stricken at the close of the War between the States. With new experiments in agriculture, mining, and even industry, these states are now working harder than ever to regain their rightful economic and social level. The Berry School typifies this effort. (Jr. High through Adult)

NEW TOOLS FOR LEARNING (EBF)

20 minutes—sound $1.20 2

The development and use of new tools has increased the production of food, industrial products, health, and transportation in America, and the question is posed, what new tools are being used to better education. Audio-Visual aids and other instructional materials are demonstrated in a variety of classroom uses and at all age levels, but it is indicated that these new tools are not used as widely nor as fully as the new tools which are improving other aspects of American life. (College-Adult)

NEW YORK USA—Living in a Metropolis (UWF)

20 minutes—sound $3.00 5

Huge cities, commonly referred to as metropolises, have grown up in the last century as trading, transportation, and manufacturing centers to serve the needs of people in an industrialized com-

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Unit Value

mercial nation. The giant city of New York has been selected as the subject of this film. The portrayal of the fact that in New York City millions of people of different cultural and racial backgrounds live together in peace, all eventually becoming Americans, makes this an exceptionally engrossing film story. (Elementary through Adult)

NEWSPAPER STORY (EBF)

15 minutes—sound $2.40 4

Presents a vivid behind-the-scenes view of a newspaper office. Follows a human interest news story from the time a reporter first learns of it until it appears in print on the front page. Impressively illustrates the duties of the workers who observe, write, edit, print and distribute the daily newspaper. Shows the huge presses and other mechanical devices which make possible the printing of thousands of newspaper copies in a matter of minutes. Suggests the tremendous importance of the newspaper as a medium of communication. (Elementary through Adult)

NEXT TIME WE SEE PARIS (FF)

10 minutes—sound $1.20 2

Musical one-reeler based on two French songs, "Si Tu Vas a Paris" (Next Time We See Paris) and "Surles Quais du Vieux Paris" (On the Quays of Old Paris). Sung by Mme. Claude Alphand. (Elementary through Adult)

NICKEL MINING (BM)

16 minutes—sound $1.20 2

Pointing out on a map the Sudbury district, Ontario, where most extensive deposits of nickel-bearing ores are located, this film proceeds to show in detail the nickel mining processes. (Sr. High through Adult)

NICKEL REFINING (BM)

16 minutes—sound $1.20 2

Processing of nickel into electrolytic nickel, black nickel oxide and nickel shot is shown. (Sr. High through Adult)

NIGHT BEFORE CHRISTMAS (C)

10 minutes—sound $1.80 3

A delightful movie based on Clement C. Moore's famous poem. (Primary and Elementary)

NIGHT MAIL (BIS)

25 minutes—sound $3.00 5

Pictures the journey of the Postal special from London to Scotland, a fast express carrying no passengers but manned entirely by post office workers. Mail is sorted on board and at various railway centers on the way mail bags are received or dispatched.

NILE RIVER VALLEY AND THE PEOPLE OF THE LOWER RIVER (ACADEMY)

17 minutes—sound—color $4.20 7

Features the lower half of the Nile River from the semi-arid plains of central Sudan through the dry desert land of Egypt to the mouth of the Nile in the Mediterranean Sea. The annual flood of the Nile and its effects on the life of the people and agriculture is shown. Includes scenes of irrigation projects, the

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Unit Value

temples of Karnak, the pyramids of Gizeh, the cities of Khartoum, Luxor and Cairo. (Elementary through Adult)

NO SMOKING (SID DAVIS)

10 minutes—sound $1.80 3

To point out the harmful effects of smoking, especially to young people; how smoking causes one-third of all fires, and how smoking effects the health and length of life of smokers. (Jr. High through Adult)

NOR LONG REMEMBER (JH)

14 minutes—sound $1.20 2

The scene of the picture is a small town general store several days after President Lincoln's delivery of the Gettysburg address. The storekeeper, the town school teacher, and other townspeople discuss the dedicatory ceremonies. The teacher defends the President's speech against the jibes of the others, and when the newspapers describing the event arrive, the various editorial comments are discussed. As the teacher points out some of the beauty of the speech, the scene changes to the ceremony at Gettysburg with President Lincoln himself delivering the classic address. (Elementary through Sr. High)

NORMANDY INVASION (OWI)

19 minutes—sound $1.20 2

An unforgettable record of the tremendous preparations and effort made by the invasion forces on D-Day. (Jr. High through Ault)

NORTH CAROLINA—VARIETY VACATIONLAND (NCCD)

22 minutes—sound—color $1.20 2

Depicting North Carolina's four season vacationland—coast, mid-south resorts and mountains, the travelogue opens with winter scenes at Pinehurst. It moves to the subtropical southeastern coastal area for spring beach and floral scenes. Then the viewer is taken to Nags Head Beach past Cape Hatteras. A pause is made on Roanoke Island to view scenes from "The Lost Colony." The film moves westward along the mile-high Blue Ridge Parkway into the Great Smoky Mountains National Park for spectacular views of mountains ablaze with autumn foliage. (Elementary through Adult)

NORTH TO HUDSON BAY (NFB)

11 minutes—sound—color $1.20 2

North to Hudson Bay takes the holiday-maker far off the beaten track. Setting out from Winnipeg on a deluxe excursion train, the camera carries us across wheatlands, past lakes, into famous mining towns and over muskeg to the port of Churchill. Here the modern explorer is introduced to local wildlife, and learns about the commercial and scientific activity in this most northerly of major Canadian ports. (Elementary through Adult)

NORTHEAST USA—Maine Harbor Town (UWF)

20 minutes—sound $3.00 5

In New England, the thin stony soil makes farming difficult. Fortunately, other resources can be developed to provide a livelihood. In this film, we see the Keller family, living near Camden, Maine, illustrate how the ingenuity of a people can supplement the income derived from farming rugged lands in a climate with a short cool growing season. We see them capitalizing on other

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Unit Value

natural resources. Employment is obtained in nearby industrial plants. The Kellers provide shelter for tourists who come to enjoy the recreational facilities of New England. Some of their neighbors earn part of their living from the harvest they reap from the sea. (Elementary through Adult)

NORTHEASTERN STATES, THE (EBF)

10 minutes—sound $1.80 3

Provides an interpretation of historical progress in the development of resources in the areas of West Virginia, Maryland, Delaware, District of Columbia, New Jersey, Pennsylvania, New York, Connecticut, Rhode Island, Massachusetts, Vermont, New Hampshire and Maine. Features of the land, people, natural resources, textile, clothing and heavy industries are shown in their interrelated aspects. (Elementary through Adult)

NORTHWEST USA—The Lumber States (UWF)

20 minutes—sound $3.00 5

The Pacific Northwest has the finest forest of our country. The tall trees of this area are excellent for lumber, and we learn how the people work in this greatest of our lumbering sections. We see them engaged in safeguarding the forest to prevent this rich lumber supply from becoming exhausted. We learn how young people are taught to prevent forest fires and to keep young trees growing to replace those that are cut down. Washington and Oregon are prosperous because of their rich natural resources of water power, fisheries, farmlands and forests. New industies are moving into the Pacific Northwest because of the abundance of cheap electricity. In this area are the great salmon fishing grounds. One of our largest wheat growing areas lies east of the coastal mountain range. But of all the natural resources of the Northwest, none is more valuable than its timberland. (Elementary through Adult)

NORTHWESTERN STATES, THE (EBF)

10 minutes—sound $1.80 3

Depicts characteristics of the states of Montana, North Dakota, South Dakota, Wyoming, Idaho, Utah, Colorado, Nebraska, and Kansas. Topography, rainfall, drainage, fauna and flora, people, metropolitan centers, scenic and recreational features, transportation and commercial activities, natural resources and agricultural situations are shown. (Elementary through Adult)

NORWAY—Farmer-Fisherman (UWF)

20 minutes—sound $3.00 5

Here there is the sea and its wealth; there is the rugged, mountainous land with arable areas occupying less of its surface than lakes and other bodies of water. It is the physiographic aspects of Norway which are at once apparent when the picture begins with its focus sharpened upon a typical farmer-fisherman coming in from the sea. The man, his face lined from years of exposure to salt spray and biting wind is as rugged as the granite shores of a thousand fjords; his son, still in his 'teens already measures up to a man's job. Their home, representative of a rural Norway, is self-sufficient with its intensive cultivation of a tiny farm, its poultry, its livestock and its income from the sea to be spent on needs they cannot grow or manufacture. You live with the family, know their names, hear them talk, listen to their music, are aware all the while that the incentives motivating these people are fa-

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Unit Value

miliar, but their customs, viewpoints and self-reliance are all born of environment. GEOGRAPHIC CONCEPT: People living on a seacoast, on relatively poor land, turn to fishing and seafaring as a dual source of livelihood. (Elementary through Adult)

NORWEGIAN CHILDREN—Farming on a Fiord (EBF)

10 minutes—sound $1.80 3

Provides an interesting visit with a farm family on a fiord in western Norway. Portrays typical activities of the children and mother tending livestock on the mountains during the summer. Emphasizes dairying activities such as milking, cheese making, and transporting milk to dairy in valley. Follows family back to farm home in valley and describes trip of children across fiord to village and cooperative dairy. Concludes with neighborhood festival to celebrate homecoming of the women and children. (Primary and Elementary)

NUMBER SYSTEM (EBF)

12 minutes—sound $1.80 3

Illustrates the principles of the number system by organizing large numbers of objects (in this case, Boy Scouts) into groups of ten. It also shows how written records of such groupings can be made by means of tallies or numerals and the idea of place value. The objective is to provide the child with an understanding of the number system. (Primary)

NURSE (EBF)

11 minutes—sound $1.80 3

Here we learn to appreciate more fully the warm personality and the skill of the nurse as we share some of the interesting experiences of Miss Austin—a hospital nurse. (Primary and Elementary)

OBESITY (Problems of Fat Formation and Overweight) (EBF)

12 minutes—sound $1.80 3

By dramatizing ways in which adults and children are handicapped by obesity, this film calls attention to the importance of maintaining proper weight. Animated drawings illustrate fat formation and fat utilization. The film reveals psychological as well as physiological causes of obesity and explains why a condition of overweight adds strain to the heart and to the body frame. (High School and Adult) (Health and Hygiene)

OBJECTIVE: SECURITY (USMC)

18 minutes—sound $1.20 2

This film shows how 840 officers and men trained in civil affairs set about solving the problems of fear, hunger, and sickness found among the huge civilian population of Okinawa following its invasion by American forces in World War II. It illustrates how military and civilian affairs must be coordinated, how racial strains often mix to produce a problem population, and how under good management and with modern machinery the dormant resources of the land can be used to raise the standard of living. (Elementary through Adult)

OCALA (USDA)

11 minutes—sound $1.20 2

A scenic tour through Ocala Park in Florida. (Elementary through Adult)

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Unit Value

OFFICE COURTESY (EBF)

12 minutes—sound $1.80 3

This film in human relations dramatizes techniques for office workers in meeting and working with persons outside the company, face to face and over the telephone. It emphasizes the importance of courtesy and thoughtfulness and reveals how the employee's attitude may, without his realizing it, have considerable effect on his company's success. (High School and Adult)

OFFICE ETIQUETTE (EBF)

16 minutes—sound $2.40 4

Emphasizes the importance of courtesy in everyday business contacts by portraying ways in which office etiquette contributes to success in office relationships. (Sr. High through Adult)

OFFICE TEAMWORK (EBF)

12 minutes—sound $1.80 3

A contribution in the field of human relations in business and industry. The film illustrates the importance of cooperation among the members of a business organization. It dramatizes representative office situations in which teamwork is extremely important, and reveals the effects of various employee attitudes on company morale and business. (High School and Adult)

OHIO AND ITS NATURAL RESOURCES (Bureau of Mines)

29 minutes—sound—color $1.20 2

Develops the theme that the "common" minerals, such as coal, petroleum, limestone, dolomite, salt, and clay—all produced in Ohio—provide the basis for the great industries. Demonstrates that ample opportunities exist in the state for producing minerals and converting them into products people need. Maps show Ohio's principal coal mining areas, oil deposits, natural gas reserves, limestone deposits, dolomite formations, etc. (Jr. High through Adult) (Natural resources)

OKLAHOMA AND ITS NATURAL RESOURCES (BM)

26 minutes—sound—color $1.20 2

The story of Oklahoma, as unfolded on the screen, traces the colorful history of the state and the development of rich natural resources. Delving into the past, the film tells how Oklahoma was once part of the Louisiana Purchase, proclaimed Indian Territory in 1834, established as the Territory of Oklahoma in 1890, and was admitted to the Union as the 46th state. (Jr. High through Adult)

ON OUR OWN (NatfdInfantPar)

14 minutes—sound $1.20 2

Shows the physical phase of rehabilitation from patient's standpoint. (Adult)

ON TWO WHEELS (JH)

10 minutes—sound $1.80 3

The juvenile traffic court which hears cases and sentences violators of the safe bicycle riding code is here shown in operation. By learning to ride their bicycles safely, cyclists are shown mustering the rules of highway safety, rules that can be applied with equal effectiveness in driving an automobile. Each picture clearly presents the rules for traffic safety. (Elementary and Jr. High)

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Unit Value

OPAQUE PROJECTOR: ITS PURPOSE AND USE (StU of Iowa)

6 minutes—sound $1.20 2

The method of operating, using, and maintaining the Beseler Vu-Lyte opaque projector are demonstrated by means of straight photography and diagrams. Ways of adjusting the projector for screen size, focusing, and other techniques. Various instructional fields are given as examples of the projector's many uses. (Sr. High through Adult)

OPEN WINDOW, THE (BIS)

18 minutes—sound—color $2.40 4

A journey through the countryside of five lands—Britain, France, Belgium, The Netherlands, and Luxemburg—as their great landscape painters have seen it during five centuries.

OPERATION OF A FOREST NURSERY (USDA)

10 minutes—sound $1.20 2

This U. S. Department of Agriculture film shows reforestation measures. (Jr. through College)

ORANGE GROWER (EBF)

10 minutes—sound $1.80 3

Describes the location of citrus growing activities, and tells the story of a typical orange grower and his family in their efforts to raise and harvest their crop. Budding, pruning, planting, fertilizing, irrigating, controlling insects and temperature are all shown. (Elementary through Adult)

OREGON AND ITS NATURAL RESOURCES (Bureau of Mines)

30 minutes—sound—color $1.20 2

The scenic grandeur and varied resources of minerals, forests, land and water are depicted. (Jr. High through Adult)

OTHER FELLOW'S FEELINGS (YA)

11 minutes—sound $1.80 3

A discussion type film for the middle grades and junior high school, dealing with the unfortunate effects of prolonged teasing or ridicule. An "open ending" sets the stage for the post-showing discussion by the class of the situation dramatized by the film. (Elementary through Adult)

OTHER PEOPLE'S PROPERTY (YA)

10 minutes—sound $1.80 3

A discussional film on the problem of damage to school property. Three boys start out on a prank, but it "snowballs" far beyond their original intentions. (Elementary and Jr. High)

OUR BASIC CIVIL RIGHTS (CORONET)

14 minutes—sound $2.40 4

Civil rights are preserved by our citizens and defined by our courts. This film presents basic concepts of civil rights and directs the class toward a detailed study of our liberties which are fundamental to our society and defined in law. (Jr. and Sr. High)

OUR BILL OF RIGHTS (ACADEMIC)

20 minutes—sound $3.00 5

Re-creates the forming and adopting of the first 10 amendments, or the Bill of Rights, to the Constitution. Shows the influence of James Madison at this time. Madison, George Washington, Ben-

(Consult page 19 for Club Rental Plans.)

Unit Value

jamin Franklin, John Randolph, Alexander Hamilton, and John Jay made this historic time very real. (Jr. High through College)

OUR COMMON FUELS (CORONET)

11 minutes—sound $1.80 3

This general science film is designed to show what fuel is and to indicate the sources and uses of our common fuels under two groupings: natural and manufactured fuels. The story centers around Jim and Bob who learn the desired lessons while arranging and securing materials for a display table in the classroom. (Elementary and Jr. High)

OUR COMMUNITY (EBF)

11 minutes—sound $1.80 3

Illustrates important community institutions and their services by portraying a day in the life of a 10-year-old boy. Depicts such services as police and fire protection, health safeguards, and parks and recreational facilities. Points out ways in which the members of a community serve each other, and emphasizes that membership in a community is a responsibility as well as a privilege. (Elementary)

OUR CONSTITUTION (ACADEMIC)

18 minutes—sound $3.00 5

Dramatic events immediately leading to the Constitutional Convention in Philadelphia in 1787. George Washington, Benjamin Franklin, James Madison, Alexander Hamilton, and others reenact their dramatic roles in this film. (Elementary through Adult)

OUR COUNTRY'S FLAG (CORONET)

10 minutes—sound—color $3.60 6

The reasons for the respect to the flag and the reasons for the flag itself are not always clearly understood. This film provides much of this important information. It explains the meaning of the flag, its symbolism and why it should be respected. *The Pledge of Allegiance* is told about in terms of everyday activities, and rules of respect to the flag are reviewed and clearly defined. Elementary)

OUR DECLARATION OF INDEPENDENCE (ACADEMIC)

18 minutes—sound $3.00 5

An authentic dramatization, not only of the signing of the great document, but of the years' struggle and strife before the signing. The Stamp Act, the Quartering Act, the Boston Tea Party, the Committees of Correspondence and the many other flaming events leading to the declaration of July 4th are vividly portrayedl (Elementary through Adult)

OUR EARTH (EBF)

10 minutes—sound $1.80 3

A survey of physical aspects of our earth in their relations to concentrations and activities of people. Beginning with oceans and ocean currents, their effects on climate, and consequently on peoples, the film continues to delineate similar effects of various types of coast lines and harbors, rivers and lakes, valleys, plateaus, and mountains. (Jr. and Sr. High)

(Consult page 19 for Club Rental Plans.)

Unit Value

OUR FOSTER MOTHER, THE COW (FRITH)

10 minutes—sound—color $3.60 6

This film portrays the happenings on a dairy farm. Emphasizes the importance of milk, and the service of cows to mankind. (Primary and Elementary)

OUR INHERITANCE FROM HISTORIC GREECE (CORONET)

10 minutes—sound $1.80 3

How our American life reflects the culture of Greece in language, thought, architecture, drama and even mathematics, is vividly portrayed in this motion picture. Classes will develop a sense of appreciation for our heritage from Greece by re-living the events of those times which are shown in relationship to their own everyday life. (Jr. and Sr. High)

OUR LIVING CONSTITUTION (CORONET)

10 minutes—sound $1.80 3

This film brings the study of our Constitution to life, showing how the basis of our government changes and grows to meet the needs of the times, while holding to the principles of thought we hold dear. The picture shows how the Constitution operates in problems which are close to us by guaranteeing our rights and freedoms and protecting the interests of the people. (Jr. and Sr. High)

OUR LIVING DECLARATION OF INDEPENDENCE (CORONET)

16 minutes—sound $2.40 4

Freedom, rights, obligations, the pursuit of happiness—meanings of these terms are explored as this timely film develops its theme that the Declaration is not a dead historical document, but a vital force and guide to living today. Illustrations from the lives of an immigrant and his children give present-day meaning to the principles of the Declaration. (Jr. and Sr. High)

OUR LOUISIANA PURCHASE (ACADEMIC)

18 minutes—sound $3.00 5

Shows how the Louisiana Territory was purchased from France. Historical figures involved in this transaction include Napoleon, Talleyrand, Ambassador Livingstone, James Madison, and Thomas Jefferson. (Jr. and Sr. High)

OUR MONROE DOCTRINE (ACADEMIC)

18 minutes—sound $3.00 5

Such characters as John Quincy Adams, Henry Clay, John Calhoun, and of course James Monroe, play their dramatic and historic roles. Considers why it was necessary to issue the Doctrine; what forces were instrumental in shaping the policy proclaimed; the part of independence of the South American republics in influencing the policy of the United States; the Holy Alliance of Europe and their aims for world domination. (Jr. and Sr. High)

OUR NATIONAL GOVERNMENT (KB)

11 minutes—sound $1.80 3

A graphic analysis of our form of National Government showing and explaining the separate functions of each branch. Actual scenes in Washington, our National Capitol, giving a clear mental picture of the magnitude of the business of government. (Elementary through Adult)

(Consult page 19 for Club Rental Plans.)

Unit Value

OUR SOIL RESOURCES (Formation and Conservation) (EBF)

10 minutes—sound $1.80 3

Explains graphically, how soil is formed by the physical and chemical disintegration of rock and by the decomposition of plant and animal matter. Points out the world's four soil groups and defines the geographic limits of each in the United States. Describes how man, through poor farming methods, has depleted the soil; and explains techniques for replacing fertility losses and curbing erosion. (Jr. and Sr. High)

OUT OF THE DARK (EBF)

15 minutes—sound $2.40 4

Here is the history of illumination by artificial means, from stone lamp, candles, oil and gas lamps, to arc lighting and incandescent lights. The film shows the steady progress of man's struggle against darkness, ending with a brief exploration of the newest developments of the electrical discharge tube. (General Science)

OUT OF THE HEART (FILMEDIA)

10 minutes—sound—color $1.20 2

The heart-warming story of a boy and his dog. Kindness, loyalty, patience, teamwork and other desirable character traits are often strengthened in humans by association with animals, and this is the observation that you will make from this film. Rags, canine hero of the film, turns the tables on Billy, the human half of the featured cast, by teaching his master many important secrets of life—while Billy all the while thinks he is teaching Rags. (All age groups)

OUTSIDER (Y.A)

10 minutes—sound $1.80 3

A discussional film dramatizing the problem of a young girl who feels that she is rejected by her school group. Points the way for a discussion of the mutual responsibilities of the individual and the group in such situations. (Elementary and Jr. High)

OVERCOMING FEAR (CORONET)

14 minutes—sound $2.40 4

Here is an unusual film that shows the value of courage in meeting problems in everyday living. Courage is presented as an attitude which can be developed . . . cowardice is shown to be a characteristic this is specific: i.e., a response in reference to one specific type of situation. How overcoming a specific fear can make a better all-around person is the lesson found here. (Jr. and Sr. High)

OVERCOMING WORRY (CORONET)

10 minutes—sound $1.80 3

Nearly everyone is burdened with worry at some time. This film demonstrates that worry *can* be overcome. It shows first the contagious quality of worry—how it spreads among the members of a closely knit family group. Then the film shows how a person can not only work to overcome worry but also help someone overcome his problems. (Jr. and Sr. High)

OXIDATION AND REDUCTION (EBF)

10 minutes—sound $1.80 3

The simultaneous process of oxidation and reduction is presented first by burning phosphorus and rusting iron under experimental

(Consult page 19 for Club Rental Plans.)

Unit Value

conditions. Mercury rust is then decomposed to discover the component of air responsible for oxidation. Others examples of oxidation agents such as: the blast furnace, magnesium burning in dry ice, and thermite welding, are shown. (Jr. High through College)

OXYGEN (CORONET)

10 minutes—sound $1.80 3

Laboratory demonstrations develop the characteristics, uses and significance to man of oxygen and its compounds. Technical nomeclature is reduced to a minimum; but the explanations of electrolysis, oxidation, forms of oxygen, etc., start students on the development of a scientific vocabulary. Some experiments, like the electrolytic decomposition of water, are treated fully and in detail. Then a survey of the preparation, properties and characteristics of this important element is presented. (Jr. and Sr. High)

PACIFIC CANADA (EBF)

10 minutes—sound $1.80 3

Canada's great Pacific Province is British Columbia, including Vancouver Island and many smaller islands. The Yukon Territory adjoins it on the North, extending to the Artic Ocean. The Coast Range and the Rocky Mountains that extend northwestward to Alaska makes this region even more mountainous and rugged than western U. S. to the south. (Jr. High and Adult)

PACIFIC—DISCOVERY AND EXPLORATION (EBF)

10 minutes—sound—color $3.60 6

Portrays and explains by means of technicolor animation the role played by the Pacific Ocean in international affairs. Shows growth of man's knowledge of the Pacific through the voyages of the early explorers and later expansion of settlement in this area. Traces the settlement of Pacific islands and coastal areas by British, Russians, Germans, French, Dutch, and Americans and discusses the establishment of political control by these nations. Concludes with a review of the defeat of Japan's efforts to control the Pacific. (Elementary through Adult)

PAINTING: LEARNING TO MIX COLORS (YA)

8 minutes—sound—color $2.40 4

Demonstrates and explains the three primary colors as the source of the secondary colors and all their intermediate shades. (Elementary through Sr. High)

PAINTING: LEARNING TO USE YOUR BRUSH (YA)

11 minutes—sound $1.80 3

Begins by pointing out that painting can be fun as a personal hobby, then explains the simple materials required to start, and demonstrates the basic brush strokes used in painting. (Elementary through Sr. High)

PAINTING: SOLID FORMS (YA)

11 minutes—sound $1.80 3

This film explains that solid objects have three dimensions, then demonstrates how the painter achieves the illusion of the third dimension (thickness or depth) in the object he is painting. (Elementary through Sr. High)

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Unit Value

PAINTING WITH SAND: A NAVAJO CEREMONY (EBF)

10 minutes—sound—color $3.60 6

Uses an impressive story treatment to portray vividly the traditional sand painting healing rite as performed by a Navajo medicine man for his ailing son. Reveals the beauty of a unique art form, and stresses its significance in the tribal life of the Navajos. Presents actual sand painting in full detail against the grandeur and color of the Southwestern landscape. (Elementary and Jr. High)

PALESTINE (MOT)

16 minutes—sound $1.80 3

Reveals not only the progress that has thus far been made toward modernization of the Holy Land, but also the problems to be solved and the obstacles to be surmounted before the Jewish people can achieve their objective of a modern Jewish state. (Jr. High through Adult)

PAN AMERICAN BAZAAR (OIAA)

9 minutes—sound—color $1.20 2

The arts and crafts of the southern republics elaborately displayed in an exhibition at the famous Macy Department Store in New York City. (Sr. High through Adult)

PANAMA: CROSSROADS OF THE WESTERN WORLD (CORONET)

10 minutes—sound $1.80 3

Panama is a curious blend of old Spain and American progress. As the link between the Atlantic and Pacific, Panama is a country where passage, transfer and mixture permeate the cultural and economic life. The camera spots this influence in Panamanian architecture, social customs, agricultural practice and industry. (Jr. and Sr. High)

PAPER (EBF)

10 minutes—sound $1.80 3

Tells the interesting story of modern paper making, from the forest to finished sheets. Selected scenes show paper being made into items familiar to children. Trees cut and sawed in the forest and logs are hauled to the mill where they are barked and cut into chips. The chips are then made into pulp. The machine that makes paper from pulp is carefully explained. The entire picture is a pictorial exposition of modern technology at a child's level of interest and understanding. (Primary and Elementary)

PARACHUTES FOR SAFETY (SWITLIK)

20 minutes—sound $1.20 2

Types of parachute packs, how chutes are put on and handled in planes, how chutes are made, and a dramatized emergency drop from a transport plane. (Sr. High through Adult)

PARAGUAY (OIAA)

17 minutes—sound $1.20 2

The story of the people of Paraguay, a hardy and independent people who have survived the devastating history of warfare and disadvantage. The country's interesting quebrancho and mate industries are shown along with its distinctive and vigorous Indian culture. (Elementary through Adult)

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Unit Value

PARLIAMENTARY PROCEDURES IN ACTION (CORONET)

14 minutes—sound $1.80 3

Dropping in on a session of a well-run high school club, we observe the proper procedures for seconding motions, amending motions, calling for a division of the house, rising to a point of order, tabling a motion and all the other commonly used parliamentary forms. We see parliamentary procedure based on the democratic principle upholding that principle in an orderly assembly. (Jr. and Sr. High)

PARTIES ARE FUN (CORONET)

10 minutes—sound $1.80 3

Here is a party for the youngsters, with all the games and general activities that make parties fun. The film presents information about planning for and behaving at a party on a level with primary-intermediate word lists. The audience can help plan the party right along with the young hostess in the film, and then share in the pleasure of the games and presents. (Primary)

PASSENGER TRAIN (EBF)

11 minutes—sound $1.80 3

Interprets a journey on a modern, streamline, Diesel-electric powered passenger train from a large city through a picturesque countryside. The duties of the ticket seller, gateman, baggageman, conductor, engineer, motor attendant, mail clerk, dining car cook, waiter, and pullman porter are depicted and commented upon. Right-of-way problems including tunnels and bridges are portrayed. Comfort, safety and efficiency are given attention. (Primary and Elementary)

PATZCUARO (OIAA)

11 minutes—sound—color $1.20 2

Life of the Tarascan Indian fisherman on the shores of Lake Patzcuaro, west of Mexico City. The famous Dance of the Old Men is performed on one of the fiesta days in the market place. (Jr. High through Adult)

PEACE BUILDERS, THE (BRANDON)

10 minutes—sound $1.80 3

The first basic motion picture of the memorable meetings and actions of the Allied leaders, from the Atlantic Charter meeting to the United Nations Conference at San Francisco. It summarizes the proceedings and proposals worked out by Allied leaders at Ottawa, Cairo, Teheran, Moscow, Hot Springs, Bretton Woods, Dumbarton Oaks, and Yalta. It reflects the confidence and power of the Democratic peoples of the world to solve their problems through cooperation. (Jr. High through Adult)

PEACE COMES TO AMERICA (UST)

10 minutes—sound $1.20 2

Commencing with scenes of Washington at the announcement of peace, this film surveys the many items of government expense involved in bringing home our World War II soldiers, in providing them with mustering-out pay and with employment service, in underwriting the provisions of the GI Bill of Rights, and, most of all, in caring for those hospitalized as a result of military service. (Elementary through Adult)

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Unit Value

PENMANSHIP IMPROVER (TAE)

10 minutes—sound $1.80 3

By the use of this film students learn to make skillfully three simple strokes which constitute more than 90% of all the long-hand letters. Teachers who have used the system on experimental groups report complete legibility and substantial appearance improvement in less than ten hours of practice. (Elementary through Sr. High)

PEOPLE ALONG THE MISSISSIPPI (EBF)

21 minutes—sound $2.40 4

The region through which the Mississippi river flows and the people who live in this region provide a unique opportunity for studying an important cross section by following a toy sailboat on a fascinating journey from the head waters to the mouth of the great river. It is a beautiful story emphasizing the peoples of different backgrounds and origins who live along the banks of the river—especially the people of French, Canadian, Swedish, German, Negro, and Acadian extraction. Reveals their oneness in purpose, ideals and in national character. (Elementary through Adult)

PEOPLE DANCE (BRANDON)

10 minutes—sound $1.20 2

Shows how different kinds of dancing are related to the varied social and economic backgrounds of the Canadian people. The slow tempo of the Indian religious dance, the pioneers' quadrille, the old world folk dances, the art form of the ballet, square dances and modern jive are presented. The film finds significance in the dance as an emotional outlet common to all but differing in form according to the origin or occupation of each group. (Jr. High through Adult)

PEOPLE OF HAWAII (EBF)

11 minutes—sound $1.80 3

Describes the setting of the Hawaiian Islands and provides an insight into the native economy. The dependence of the natives upon the sea and their immediate land environment for food; home and school life; sports and craftsmanship; and the preparation of a native feast make up the major sequences. Glimpses of mass production and harvesting of sugar cane and pineapple are also shown. (Elementary through Adult)

PEOPLE OF MEXICO (EBF)

11 minutes—sound $1.80 3

Presents a living account of the origin and development of the Mexican people, with emphasis on their dependence upon the land. It portrays the setting of a feast day in a small village, including ceremonies, dances, songs, and music. (Elementary through Adult)

PEOPLE OF THE CONGO (EBF)

11 minutes—sound $1.80 3

A study of the Mangbetu peoples living in tropical forest region of Africa. Emphasis on cleanliness in well built, immaculate homes. Careful preparation of cooked meal, of fish, bananas, manioc root, sugar cane; using clay cooking utensils made by hand. Head binding, native arts, and crafts sketching, design,

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wood carving, and construction of native musical instruments. (Elementary through College)

PEOPLE OF WESTERN CHINA (EBF)

11 minutes—sound $1.80 3

Shows the influence of habits and customs of past centuries on present-day China. Methods of agriculture, irrigation, and the culture and use of bamboo are shown. Representative arts and crafts, methods of transportation, and engineering skill are depicted in their traditional settings. (Elementary through Adult)

PEOPLES OF THE SOVIET UNION (IFF)

33 minutes—sound $3.00 5

This film pictures the many racial groups which make up the Soviet Union and gives a truly over-all concept of this vast country with its many separate and distinct peoples. It begins with the people of Moscow and Leningrad and then, in quick succession, there follows pictures of the Karelians, the Armenians, the Georgians, the Tartars, the Buryat-Mongolians, the Jews, the Ukranians, the Uzbeks, and others. (Elementary through Adult)

PERCENT IN EVERYDAY LIFE (CORONET)

10 minutes—sound $1.80 3

Through this informative film, students will learn how useful a working knowledge of percent can be to them. As they follow Bob's problems in figuring commissions, taxes, interest and discount with general, rate and base formulas, they will derive a new realization of the importance of *Percent in Everyday Life.* (Jr. and Sr. High)

PERCUSSION GROUP, THE (EBF)

11 minutes—sound $1.80 3

Variety is the keynote of this picture showing as it does, not merely the traditional snare, base and kettle drums, but also the tambourine, cymbals, triangle, bells, and zylophone. Opening measures of music are played on the celesta—an instrument which pupils rarely have opportunity to examine. The camera brings each instrument close enough for detailed examination. (Elementary through College)

PERISHABLE—RUSH (OWI)

18 minutes—sound $1.20 2

Aided by excellent photography, the picture tells a story of flying ambulance travel in which the vast distances of the Pacific have been conquered in the fight against battle wound infection. The wounded G.I. is dragged from the field by the medical corpsmen who treat him even as the enemy rakes the area with fire. He is carried from the jungle fighting line in a helicopter. A giant hospital plane pilots him through a chain of hospitals until he is delivered directly into the arms of his mother. (Jr. High through Adult)

PERU (EBF)

11 minutes—sound $1.80 3

Animated maps help to provide a historical and geographical perspective of Peru. Ruins of pre-Inca and Inca civilizations are shown. Contemporary family life in an Indian Communal village makes up the major sequence. Modern Peruvian industries—

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Unit Value

copper mining, oil refining, cotton and sugar cane production—are treated, along with urban life in the city of Lima. (Elementary through Adult)

PERU (OIAA)

20 minutes—sound $1.20 2

A study of the modern social and economic life of Peru and of the attempt to meet certain current problems of health, poverty, relations between races, and an improvement of national economic conditions. (Elementary through Adult)

PERU—Highlands of the Andes (UWF)

20 minutes—sound $3.00 5

This film lesson is based on the geographic principle that the highest settlements in mountain regions are usually associated with mining, but where groups of people living at high altitudes depend only on agriculture, they lead a barren and difficult life. We see the difference in the kind of life led by the Peruvian Indian doing his best to eke out a bare subsistence from meager crops and few domestic animals, and the Indians who work in the operations of the mines. This film takes us right into the copper-mines at Cerro de Pasco, virtually at the top of the world. (Elementary through Adult)

PETROLEUM (EBF)

10 minutes—sound $1.80 3

Animation and live-action photography show the importance of petroleum to world technology and suggest some of the critical political and economic problems related to its production and distribution. Essential steps in exploration, drilling and refining procedures are outlined. Maps show location and relative importance of oil producing areas of the world. Special emphasis given to petroleum resources of the U. S. Dramatic position which petroleum occupies in world commerce and international affairs is clearly set forth. (Jr. High through College)

PHILIPPINE REPUBLIC, THE (MOT)

16 minutes—sound $1.80 3

The film shows how, for forty-seven years following the Spanish-American War, the 7,083 islands comprising the Philippine archipelago were heavily dependent upon the U. S. for their economic life and health. Pictured comprehensively are the educational system and political composition of the islands, up to the granting of her independence in 1946. (Jr. High through Adult)

PHOTOGRAPHY FIGHTS (OWI)

13 minutes—sound $1.20 2

This picture shows how photography is helping to win the war. It shows how under enemy action photographic crews work precious minutes getting and scanning pictures to search for signs of enemy emplacements and evidence of enemy movements. It tells what happens when well trained, discerning photographic interpreters can read from pictures shot by the crew. (Jr. High through Adult)

PICTURESQUE POLAND (EFLA)

10 minutes—sound—color $1.20 2

Opens with Poland at war and then turns to pre-conquest Poland as found in its peaceful countryside, in views of people, streets,

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Unit Value

and buildings in Warsaw and Krakow. Scenes are a monastery and its gardens, the Carpathian mountains, village dancing, the making of cheese and sheep grazing. (Jr. High through Adult)

PIG PROJECTS MAKE PROFITS (DUROC)

14 minutes—sound—color $1.20 2

A story of a pig club activities and the activities of young men in this phase of their life in agriculture. (Jr. High through Adult)

PILGRIMS, THE (EBF)

22 minutes—sound $2.40 4

Recreates with the aid of skillful acting, authentic sets, and period costumes one of the most significant episodes of American history; the first English Settlement in New England.

PINCERS ON JAPAN (OWI)

20 minutes—sound $1.20 2

With social emphasis on the construction and completion of the Alaskan Highway shows how the western and northern fronts of the United States, Canada, and Alaska have been fortified against attacks from Japan. Scenes of the bombing of Dutch Harbor. (Adult)

PINEWAYS TO PROFIT (USDA)

16 minutes—sound $1.20 2

The old custom of burning the woods presents the most serious obstacle to forest management in the southern pine region. This film exposes the fallacy of this custom and shows benefits of good management of southern pine forests. (Jr. High through Adult)

PIONEER HOME (CORONET)

10 minutes—sound $1.80 3

What was a pioneer home really like? How did pioneer people-live? What part did children play in the everyday family life? These are some of the questions which are answered in this educational film. The physical surroundings and home furnishings . . . the hard work . . . the simple pleasures . . . all are presented here. (Elementary)

PIONEERS OF THE PLAINS (EBF)

10 minutes—sound $1.80 3

Traces the experiences of a pioneer family in journeying from Illinois to a homestead on the Midwestern plains. Sequences include relationship with other settlers and cattlemen; building and decorating a sod house; plowing, collecting fuel; and contacts with a circuit-riding minister. Conversations and music of the time lend reality to the picture. (Elementary through Sr. High)

PIRRO AND THE ALARM CLOCK (OFFICIAL)

10 minutes—sound $1.80 3

Introduces Pirro, the puppet, and the wonders of telling the difference between numbers and what they represent in the way of time, and then explains what makes the alarm clock go off. (Primary and Elementary)

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Unit Value

PLAIN INDEXING AND CUTTING A SPUR GEAR (C)

22 minutes—sound $1.20 2

The set-up of a milling machine, the use of a dividing head, and the cutting of an 8-inch spur gear with 36 teeth. Animation study of the principles of the dividing head and how it is used to secure the desired number of cuts. (Sr. High through Adult)

PLANNING YOUR CAREER (EBF)

16 minutes—sound $2.40 4

A basic vocational guidance film designed for High School students and others who are facing the problem of deciding on a career. It presents a straightforward procedure through which a person can come to a better understanding of his own capabilities and the potentialities of various careers in which he is most likely to succeed. (High School)

PLANT GROWTH (EBF)

10 minutes—sound $1.80 3

A remarkable presentation of the growth of the pea plant. It shows by time-lapse photography the entire story from the time the seed first sends out its root and stalk until the ripened seeds are scattered. The processes of pollination and fertilization are vividly portrayed by means of photography and animation. (Elementary through College)

PLANT TRAPS (EBF)

10 minutes—sound $1.80 3

Carnivorous plants have unusual characteristics of entrapping and digesting insects and other small animals. The film shows how the pitcher plant lures insects to its trap, where they drown. The sun-dew, another carnivorous plant, is shown throughout its life cycle. The enfolding of insects by its leaf tentacles is presented very impressively by means of time-lapse photography. Many unusual and interesting scenes. (Jr. High through College)

PLANTATION SYSTEM IN SOUTHERN LIFE (CORONET)

10 minutes—sound $1.80 3

Social and economic development of a cultural pattern is traced visually by this motion picture. Life on a typical southern plantation is recreated so that historic scenes can be related clearly to their modern counterparts. The film presents information on the organization of a plantation; economy as dominated by one crop—cotton; effects of the Civil War on the economy and the heritage of all these on life in the South today. (Elementary)

PLANTER OF COLONIAL VIRGINIA (EBF)

11 minutes—sound $1.80 3

Recaptures representative phases of life in Colonial Virginia. Shows Williamsburg as the political and social center of the colony; the roles of the slaves; indentured servant, and artisan; methods of manufacture and means of transportation; architecture; social customs; and music of the period. (Elementary through Adult)

PLAY BALL, SON (FORD)

17 minutes—sound $1.20 2

Based on the book of the same title by Bert Dunn. This film includes action and slow motion shots covering all activities on the diamond. The youngsters in the film are 13 and 14 year old

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Unit Value

students of Dunne's who have been instructed in his teaching theories. Joe Cronin appears in the film, coaching the boys. (Elementary through Adult)

PLAY IN THE SNOW (EBF)

10 minutes—sound $1.80 3

Shows boys and girls playing such snow games as fox and geese and building snow men. Emphasizes freedom and healthfulness of group playing in the snow. (Elementary and Jr. High)

PLAYGROUND SAFETY (CORONET)

11 minutes—sound $1.80 3

Planned to improve playground behavior by implanting three basic rules of the playground—see that the play space is safe—keep out of the way of other players, and learn how to play skillfully. (Primary and Elementary)

PLAYTOWN, U. S. A. (AI)

25 minutes—sound—color $1.20 2

Here is an outstanding fast-moving human interest picture that does an excellent, well dramatized job of showing how a community can organize to promote community-wide, all-age year round recreation. It presents factual and convincing pictorial evidence of what can be done when all public and voluntary agencies pool their resources to achieve a common objective. It is a colorful and entertaining story of what can happen when one individual in a community recognizes the need for public recreation facilities and a supervised recreation-for-all program and sets out to do something about it. Produced with the cooperation and technical advice of a score of America's most outstanding professional leaders in the field of recreation, this film illustrates the need for publicly sponsored recreation by emphasizing the harmful results caused by the lack of steady accessible facilities for all age groups and shows step-by-step plans for organization and development of community recreation. It subtly attacks the juvenile delinquency problem, emphasizes the necessity for providing adequate recreational opportunities and presents a visual survey of a successful recreation program in a typical American town. (Jr. High through Adult)

POLAND FOREVER (OWI)

18 minutes—sound $1.20 2

A pictorial document of the fight of democracy against invasion by the youth of Poland. The story of a nation both young and old—old in tradition of courtesy to man and reverence for God, and young in heroic dedication to the building of a new state. Traces the history of Poland from the fifteenth century to the present and outlines events leading up to the invasion. (Jr. High through Adult)

POLICEMAN, THE (EBF)

10 minutes—sound $1.80 3

Describes the function of police officers in general and follows a typical city patrolman through one of his regular shifts of duty. In due course, the use of motorcycles and patrol cars with two-way radio communication is demonstrated and explained. Lessons in pedestrian and vehicular traffic safety are developed, along with the role of the policeman in rescue work and the apprehension of a speeding driver. (Primary through Jr. High)

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Unit Value

POLITICAL PARTIES (CORONET)

11 minutes—sound $1.80 3

Designed to show the relationship of political parties to the individual, and to show that the institution of parties is dependent upon popular approval. The work of party mechanics is illustrated and the way parties keep good-will. The relationship of local party activities to national measures is explained, as well as democratic voting procedures. (Elementary through Adult)

POMPEII AND VESUVIUS (EBF)

10 minutes—sound—color $3.60 6

Using technicolor photography to tell its pictorial story, the film suggests the dramatic contrast between the past and present life of cities near Mt. Vesuvius and the ever present threat of the volcano itself. Opening on a sequence which portrays the still living volcano, the film suggests by means of extant ruins the ancient destruction of the city of Pompeii. A colorful native dance of the present contrasts with the lifeless ruins of yesterday but always with Mt. Vesuvius in the background as a reminder of a threat not yet removed. (Jr. High through Adult)

POND INSECTS (EBF)

11 minutes—sound $1.80 3

Presents the diving water beetle, the mayfly, and the dragonfly, as representatives of this group of insects. Their life cycles are portrayed, as well as their food habits and struggle for existence. We see a diving beetle lay its egg; a water beetle larva attacking a large tadpole; the mayfly molting after acquiring wings; the mayfly hiding from its enemies; and the remarkable mask of the dragon-fly nymph. (Jr. High through Adult)

POND LIFE (EBF)

10 minutes—sound $1.80 3

Depicts the pond as an organized community in which plants and animals are dependent upon each other, and points up conditions which are necessary for life in the pond. Portrays representative animals living at various levels of the water and explains why they live at those levels. Shows animals which lie upon one another and thus keep the population of the pond in balance. (Primary and Elementary)

POP RINGS THE BELL (NSS)

23 minutes—sound $1.20 2

This dramatic, convincing story of progress in education is designed to show that education is an investment. Opening with a back-to-school party, the film shows how the educational leaders overcome their opposition and become more progressive. Fine for P.T.A. and community school groups. (Adult)

PORK ON THE FARM (USDA)

22 minutes—sound $1.20 2

Hog killing time in Georgia! Luscious sugar ham, fine chops, and crisp bacon tantalize us in the opening scenes of the film. We are introduced to the best methods of killing and curing pork on the farm. We are shown how the government has assisted the hog producers by teaching them to butcher their own hogs. Various curing methods are shown. (Sr. High through Adult)

(Consult page 19 for Club Rental Plans.)

Unit Value

PORTUGAL (MOT)

12 minutes—sound $1.80 3

Shows with objectivity the status of education, labor and industry in this country whose future role among the nations of the world is still undetermined. Impressive sequences are given of the reliigous pageantry of a country devotedly linked to the Roman Catholic Church. (Jr. High through Adult)

POSTURE AND EXERCISE (EBF)

10 minutes—sound $1.80 3

Explains muscle activity and the physiology of exercise. Concepts presented include the relation of the nervous system to the skeletal muscles, motor units of work, development of endurance, muscle tonus in relation to posture, and peripheral circulation as it related to general physical efficiency. (Jr. High through Adult)

POSTURE AND LOCOMOTION (EBF)

10 minutes—sound $1.80 3

Deals with the steps by which the infant advances from a helpless state of immaturity in which he only kicks and wriggles to the stage where he is able to change position and posture at will. Presents a study of these phases of the child's development from the age of 8 to 80 weeks. Thirteen age levels are portrayed in a consecutive biographic series. (Sr. High through Adult)

POTASH IN SOUTHERN AGRICULTURE (POT IN)

20 minutes—sound—color $1.20 2

Covers fertilization and potash deficiency symptoms of cotton, tobacco and corn at several Experiment Stations in the South, also crops in the field, fertilizer placement work, and scenes in a fertilizer factory. (Jr. High through Adult)

POTASH PRODUCTION IN AMERICA (POT IN)

40 minutes—sound—color $1.20 2

Shows the location and formation of American deposits and scenes of mining and refining of potash in California and New Mexico. (Jr. High through Adult)

POTTERY MAKING (EBF)

11 minutes—sound $1.80 3

Shows a professional potter at work mixing clay preparatory to centering it on a wheel shaping, trimming, and preparing it for firing. An Indian bowl is constructed by the ancient method of building up and shaping coils of clay, on which a primitive design is later added. Use of a plaster cast in the molding of duplicate pieces is demonstrated. The art of making angular shaped pottery by cementing slabs together; also methods of decorating and firing; techniques of applying glazing slip by dipping, brushing, spraying and pouring. (Elementary through Adult)

POULTRY—A BILLION DOLLAR INDUSTRY (USDA)

28 minutes—sound $1.20 2

The magnitude of the poultry industry and how it is conducted are shown in this film. Scenes include poultry farms, hatcheries, poultry dressing and handling of poultry products. (Jr. High through Adult)

(Consult page 19 for Club Rental Plans.)

Unit Value

POULTRY ON THE FARM (EBF)

10 minutes—sound $1.80 3

The appearance and habits of adult and young chickens, ducks, geese, and turkeys are presented in this film. Includes such subjects with their natural sounds, as chickens, roosting, feeding and drinking; comparative appearance of hen and rooster; brooder house and chicks; gathering of eggs; incubation of eggs; egg embryos; chicks hatching; ducklings just hatched on outdoor nests; ducklings feeding and diving in water; goose, gander, and goslings. (Primary through Jr. High)

POWER WITHIN (BM)

20 minutes—sound $1.20 2

Shows, with the aid of animation and trick photography, the principles of the internal combustion engine in considerable detail. (Sr. High through Adult)

POWER AND THE LAND (USDA)

39 minutes—sound $1.20 2

In 1939 the Rural Electrification Administration produced one of the government's most notable documentary films. Deals with the economic and social significance of rural electrification. (Sr. High through Adult)

POWERING AMERICA'S PROGRESS—A Modern Story of Bituminous Coal

25 minutes—sound—color $1.20 2

Presents the highlights of the bituminous coal industry, from the mining of the coal by the most up-to-date equipment through the washing and market preparation stages and distribution, to its many uses in power plants, steel making, factory and home. Also shows the demonstration plant at Louisiana, Mo., where the Bureau of Mines is making synthetic liquid from coal and the underground gasification project being conducted at Gorgas, Alabama, by the Bureau in cooperation with a utility company. (Sr. High through Adult)

POWERS OF CONGRESS (CORONET)

10 minutes—sound $1.80 3

Mr. Williams dropped off to sleep for only a few moments to find himself confronted witha chaotic world in which Congress had been suspended. It was a nightmare—fantastic, weird, unbelievably confusing. He awoke with a new understanding of Congressional powers and his own responsibility in the selection of his representatives. (Jr. and Sr. High)

PRACTICING DEMOCRACY IN THE CLASSROOM (EBF)

21 minutes—sound $3.00 5

This film makes the point that the teaching of good citizenship in schools can be done more effectively through democratic methods than through laissez-faire and authoritarian methods. It demonstrates what is meant by "democratic teaching techniques" by showing students in an up-to-date classroom being taught by the democratic method. (Jr. High thru Adult) (Social Studies)

PRACTICE MAKES PERFECT DRIVERS (GM)

11 minutes—sound $1.20 2

Demonstrations of several driving skills which enable the expert

(Consult page 19 for Club Rental Plans.)

Unit Value

driver to avoid trouble under difficult conditions. Emphasis is placed on the need for constant practice to develop these skills. Specific points covered include driving on steep grades, control on rough roads, handling a car when it skids, maintaining control in case of a blowout, action on the approach of emergency vehicles and handling the problem of headlight glare. (Sr. High through Adult)

PRAIRIE PROVINCES OF CANADA (EBF)

10 minutes—sound $1.80 3

Manitoba, Saskatchewan, and Alberta—Districts of Mackenize, Keewatin, and Franklin. This is one of the leading grain-growing regions of the world, wheat being the principal crop. (Elementary through Adult)

PREFACE TO ALGEBRA (EBF)

15 minutes—sound $3.00 5

This film incorporates a general introduction to the study of algebra—its purpose, its uses, and its aid in solving everyday problems. After viewing practical uses of this course, students will have a great appreciation for its place in the school curriculum. (High School)

PREFACE TO CHEMISTRY (EBF)

16 minutes—sound $3.00 5

An introduction that surveys examples of human achievement dependent upon chemistry. Provides a brief description of our chemical heritage including the work of Priestley and Lavoisier. Introduces three basic areas of chemistry—inorganic, organic and physical—shows how these lead to applications that are widely beneficial. Interesting experiments concerning chemical change, electrolysis, conductivity, and analysis are shown. Describes how the work of modern chemists contributes to a higher standard of living. (High School) (Chemistry)

PREFACE TO PHYSICS (EBF)

15 minutes—sound $3.00 5

Opening on historic Mt. Vernon, the film compares the progress made in science before Washington's time with the tremendous advances since then. The important role of physics is identified, and significant divisions of physics are indicated—mechanics, heat, sound, light, magnetism, and electricity. A series of demonstrations highlight the work of several great physicists, and a number of experiments illustrate the contents of beginning physics course. (High School)

PREHISTORIC TIMES: THE WORLD BEFORE MAN (CORONET)

10 minutes—sound $1.80 3

The dramatic sweep of two billion years of prehistory—from the formation of the earth to the coming of man. Each of the five great geological eras is presented according to its most important geological and biological developments. Actual fossil remains, examples of terrain, and realistic models of prehistoric plants and animals are interwoven to establish the broad impression of the earth's transformation and the accompanying changes in life. (Jr. High through Adult)

(Consult page 19 for Club Rental Plans.)

Unit Value

PRESIDENTIAL ELECTIONS (EBF)

15 minutes—sound $3.00 5

Describes the process of electing a President of the United States, emphasizing it as the most significant event in American political life. Dynamic and graphic charts and a wealth of photographic material describe recent campaigns. The film analyzes the structure and strategy of presidential campaign organizations and the major political moves involved in the nomination and election of a President. (Jr. High and Adult) (Problems of Democracy)

PRESIDENT'S CABINET (CORONET)

10 minutes—sound $1.80 3

Relationship of the President's cabinet to everyday life situations and to other functions of our government is shown in this important civic production. Functions of the cabinet and the executive departments are outlined and the general development of the cabinet is reviewed. (Jr. and Sr. High)

PRIDE, THE SADDLE HORSE (EBF)

10 minutes—sound $1.80 3

After showing the role of the horse in modern life, the film follows the development and training of a colt from one week to three years of age in the Blue Grass country of Kentucky. Feeding, training, etc. (Primary through Sr. High)

PRIMARY CELL, THE (EBF)

10 minutes—sound $1.80 3

Photographic scenes demonstrate several phenomena of cells. Animated drawings explain in detail the operation of the dry cell in terms of electron action including ionization of the electrolyte, electron flow through circuit, action at electrodes, polorization and depolarizer. Demonstrations reveal the operating characteristics of a cell and of several cells (or battery) in both series and parallel connections. (Sr. High and College)

PRINCE EDWARD ISLAND (NFB)

10 minutes—sound—color $1.20 2

"Abegweit," as the Indians called Prince Edward Island is largely agricultural. Large farms produce the island's main crop, potatoes. Many of these are run on a cooperative basis. The climate is suited to the growing of all types of cereals and fruit. However, there is also some sheep breeding, hog and cattle farming and fur breeding. Lobster, herring and mackerel are fished. The people of the Island, descended from Scotch and English settlers, are ardent readers and are serviced by traveling libraries. The film ends with a panorama of Charlottetown, the capital. (Jr. High through Adult)

PRINCIPLES OF BAKING (EBF)

11 minutes—sound $1.80 3

Explains the factors involved in the making of baked products. It shows that all baked products or flour mixtures have a common ingredient—flour. To this framework are added other ingredients dependent on the kind of product desired. The factors described in the film are (1) leavening agents, (2) methods of combining ingredients, and (3) oven temperature used. Presents the step-by-step process of baking bread, pastries, and cakes. Close-ups show the methods of mixing the ingredients. The action of one ingredient upon the other is explained. (Jr. and Sr. High)

(Consult page 19 for Club Rental Plans.)

Unit Value

PRINCIPLES OF COOKING (EBF)

11 minutes—sound $1.80 3

Explains the changes that take place in meats and vegetables upon the application of heat. Methods of cooking meats and vegetables demonstrated include boiling or cooking by direct contact with water; using the double boiler or cooking by indirect steam; using the steamer cooker and the pressure cooker or cooking by direct steam; deep frying; pan frying; broiling; braising; and baking or roasting. (Jr. High through Adult)

PRINCIPLES OF HOME CANNING (EBF)

10 minutes—sound $1.80 3

Shows the steps in food canning that involve operation of scientific principles—bacteriology; sterilization, timing and hermetic sealing as demonstrated in the boiling water bath and pressure cooker processes. Food spoilage agents are described by microphotography; the various reactions of bacteria to heat, by animated drawings. (Jr. High through Adult)

PRINCIPLES OF REFRIGERATION (KB)

10 minutes—sound $1.80 3

An excellent film study which deals with discovery and development of refrigeration—shows the application of its principles in commercial and household uses for the preservation of food, and clearly presents a concise story of this modern necessity. (Jr. High through College)

PRINCIPLES OF SCALE DRAWING (CORONET)

10 minutes—sound $1.80 3

Wherever things are built scale drawings are the language of construction. Jack, Gil and Helen are building a booth for the Charity Fair. In solving their basic problems they instruct us in the skills and interpretation of scale drawing. (Jr. and Sr. High)

PRINTING THROUGH THE AGES (EBF)

13 minutes—sound $2.40 4

Traces the story of printing from ancient times to the present day. Shows early methods of reproducing pictures by means of carved wood blocks and depicts the gradual transition from printing of pictures to printing of letters. Includes sequences illustrating Guttenburg's contributions to printing. Shows evolution of modern type face and improvements in paper on which to print. Suggests the impact of the Industrial Revolution on printing and concludes with scenes of modern book and newspaper presses in operation. (Elementary through Adult)

PROBLEMS OF FLIGHT (EBF)

11 minutes—sound $1.80 3

Describes the use of the plane's controls in taking off, climbing, banking, stalling, spinning and recovery, diving, gliding and landing. Superimposed animated diagrams help to clarify the action of forces acting on the plane while executing these maneuvers. (Elementary through Adult)

PROBLEMS OF HOUSING (EBF)

11 minutes—sound $1.80 3

Shows standards for pleasant and healthful housing, and demonstrates simple, practical ways of modernizing our homes to conform to these standards. Stresses protection from weather,

(Consult page 19 for Club Rental Plans.)

Unit Value

adequate light, safety, beauty and freedom from insects. (Sr. High through Adult)

PRODUCTION OF FOODS (EBF)

10 minutes—sound $1.80 3

Presents authentic material concerning the technology and geography of food production. Photographic and animation sequences depict the role of land in production; the methods employed in the production of plant and animal products; and the relation of animal food production to plant foods. Problems concerning the increase in world production of foods are posed and possible solution suggested. (Elementary through Adult)

PRODUCTIVITY: KEY TO PLENTY (EBF)

20 minutes—sound $2.40 4

Explains vividly and dramatically how we in America have attained the world's highest standard of living because we have developed and learned to use machines—machines which, in turn, have enabled us to achieve a tremendous capacity for production. Warns that continued prosperity depends on our uninterrupted technological progress and on our full use of the basic sources of power. (Sr. High through Adult)

PROPAGANDA TECHNIQUES (CORONET)

10 minutes—sound $1.80 3

Chuck would like to know whether the election was really "a victory for good government," as the victorious party claimed, or just a victory for propaganda. By sharing his research, your students will learn the methods of recognizing and evaluating propaganda and will be encouraged to adopt a judicious, critical attitude toward it. (Jr. and Sr. High)

PROPERTIES OF WATER (CORONET)

10 minutes—sound $1.80 3

This film prepares students to perform and understand experiments with electrolysis, boiling and freezing points, distillation, solutions, crystallization, filtration, pressure cookery, and to analyze the properties of water, our most important compound. As a laboratory film, this subject demonstrates the characteristics of water and answers many common—but important—questions about it. (Jr. and Sr. High) .....

PROPERTY TAXATION (EBF)

10 minutes—sound $1.80 3

Fundamental operations in arithmetic are practically applied in a graphic exposition of the essentials of property taxation. The film portrays the social usefulness of property taxation, the types of government expenditures supported by property levies, public financing through bond issues, and procedures of levying taxes on property. Arithmetic problems involved in these activities are demonstrated in a series of animated scenes. (Sr. High through Adult)

PUBLIC OPINION (EBF)

10 minutes—sound $1.80 3

Public opinion process is traced through state of tension, diagnoses and prescription, further debate to final action. Shows what effects public opinion process. Methods of measuring public opinion are illustrated, also ways of analyzing factors that influence public

(Consult page 19 for Club Rental Plans.)

Unit Value

opinion. Defines nature of an enlightened public opinion in a Democracy. (Jr. High through Adult)

PUBLIC OPINION IN OUR DEMOCRACY (CORONET)

10 minutes—sound $1.80 3

Attitudes of citizens toward prominent issues in political and social life are a vital part of the American system. This motion picture explains clearly the importance of public opinion, shows how it is formed and determined on a significant community issue. From it students will learn the importance of their opinions and the obligation they have to express their opinions in terms of responsible action. (Jr. and Sr. High)

PUEBLO BOY (FORD)

25 minutes—sound—color $1.20 2

Tells the story of a young Indian boy being instructed in the ancient and modern ways, habits, traditions and culture of his people, the Pueblo Indians of the Southwest. It presents some Pueblo dances and ceremonies believed never to have been photographed or recorded before. (Elemntary through Adult)

PUNCTUATION—MARK YOUR MEANING (CORONET)

10 minutes—sound $1.80 3

Emphasizs the importance of proper punctuation and its basic rules. Tom and Beth, showing scenes of their puppet show, find that without punctuation meanings becomes altered and that their puppet story cannot be understood. (Elementary through Sr. High)

PUPPETRY: STRING MARIONETTES (EBF)

10 minutes—sound $1.80 3

Accompanies a little boy as he visits a puppeteer's workshop and reveals the craftsman at work constructing one of the marionettes —carving the wooden parts, assembling the pieces, and adding the costume. Demonstrates the manipulation of marionette strings for the basic actions of walking, gesturing, nodding, and sitting. Concludes with a delightful episode from Hansel and Gretel. (Elementary and Jr. High)

PYGMIES OF AFRICA (EBF)

20 minutes—sound $3.00 5

The film depicts subsistence of Pygmy tribes living in the Congo River Region of Central Africa. Mode of living, gathering of food, hunting methods, animals native to the region, a community game hunt, and bartering processes are among the many phases of native life presented. Witch doctor mysticism is very interesting as are the native superstitions. (Elementary through Adult)

RAIN ON THE PLAINS (USDA)

8 minutes—sound $1.20 2

The fight to save the soil and conserve the scanty water supply on the great plains. (Sr. High through Adult)

REACTIONS IN PLANTS AND ANIMALS (EBF)

11 minutes—sound $1.80 3

After first characteristizing the concepts of "stimulus" and "reaction," the film presents a study of different types of reactions in plants and animals. Directed reactions in a field of force (tropisms) are studied first; then higher reactions including

(Consult page 19 for Club Rental Plans.)

Unit Value

reflexes and chains of reflexes lead up to a review of nervous system actiivty. Such reactions a geotropism, phototropism, sterotropsm, galvanotropism, and rheotropism are studied in detail. Time-lapse photography is employed to illustrate geotropism (response to gravity). (Jr. High through College)

REALM OF THE WILD

27 minutes—sound—color $3.00 5

Our national forests are great wilderness homes for America's wild-life and abundant with numerous species of colorful wild flowers. One-third of all our big game animals and myriad smaller animals and birds claim the national forests as their home. It is commonly believed that if they are protected from the guns of hunters and snares of trappers this is sufficient to keep them healthy and happy. This picture reveals that even more vital than game laws to our wild birds and animals is an assured year-round supply of food. Each year thousands of deer which should have been harvested by hunters are lost by winter starvation. For this reason wildlife populations must be limited—kept in proportion to the land's productive capacity. (Primary through Adult)

RECEIVING RADIO MESSAGES (EBF)

11 minutes—sound $1.80 3

Describes by means of animated drawings the principles of a radio receiver. It explains the problem of turning; the capacity of the variable condenser, the inductance of the coil and resonance. The film demonstrates the need of detection and how it is achieved by a crystal. The operation of the earphone is explained together with the production of audible sound waves. (Jr. High through Adult)

REHEARSAL (AT&T)

24 minutes—sound $1.20 2

A behind-the-scenes story of a rehearsal for the Bell Telephone Hour radio program, featuring Ezio Pinza, Blance Thebom, Donald Voorhees and the Bell Telephone orchestra. Scenes show the artists rehearsing for a broadcast, then changes to presentation of the program "on the air." The commercial announcement briefly traces the development of communciations concluding with a description of today's micro-wave radio relay system, now operating between New York and Boston. (Jr. High through Adult)

REMBRANDT (FCE)

15 minutes—sound $3.60 6

The story of drawing from the prehistoric caveman, through the Egyptian and Grecian period to the master of them all: Rembrant. This picture was filmed in co-operation with the government of Holland and the original paintings are photographed for the first time on the screen. Shown are: "Descent From the Cross," "The Good Samaritan," "Lesson in Anatomy of Prof. Tulp," "Draper Guild," "Portrait of His Mother" and other world famous paintings shown in detail and intelligently explained. (Jr. High through Adult)

REMNANTS OF FRONTIER LIFE (HARTLEY)

20 minutes—sound $1.20 2

This film presents a day in the life of a typical family of the

(Consult page 19 for Club Rental Plans.)

Unit Value

southern highlands. It shows the conditions under which they live and work. (Jr. High through Adult)

RENAISSANCE (CORONET)

10 minutes—sound—color $3.60 6

The Renaissance was more than an historical period. It represented a mental attitude and a human spirit. It is this spirit which the film evokes in a wealth of colorful, authentic images. From Galileo's telescope to Leonardo's notebooks, from the Medici Palace in Florence to St. Peter's Cathedral in Rome, your students will experience something of the science, the literature, the arts, and above all, the driving spirit of human endeavor that gave us the Renaissance. (Jr. and Sr. High)

REPORT FROM RUSSIA (OWI)

7 minutes—sound $1.20 2

Shows the strength of Russia—not the guns and tanks and planes, important as they are, but the people of Russia—19,000,000 women planting and harvesting crops, 5,000,000 women in industry, 5,000,000 children on farms, anti-aircraft batteries blasting Nazi raiders from the sky over Moscow, while women and children calmly seek safety in the subway. (Sr. High through Adult)

REPORT TO THE AMERICAN PEOPLE ON TECHNICAL COOPERATION (FOA)

27 minutes—sound $1.20 2

This film was made to show the people of the United States the purposes, functioning, and achievements of the Technical Cooperation programs of the Foreign Operations Administration. This is a film all Americans should see that they might better understand why and how their government is helping underdeveloped nations of the world obtain higher standards of health, education, agriculture, production, and public administration.

REPRODUCTION AMONG MAMMALS (EBF)

10 minutes—sound $1.80 3

Actual photography, animated drawings, microcinematography, and three-dimensional animations are used in presenting the story of embryology. The domestic pig was chosen for the purpose of illustration. The story is fundamentally complete from the formation of the original newborn pig, including such processes as fertilization, cleavage, blastulation, gastrulation, formation of neural folds, development of membrants and embryonic circulation and parturition. (Jr. High through College)

RESPONSIBILITY (YA)

12 minutes—sound $1.80 3

Dramatizes the story of a high school boy who finds difficulty in meeting and carrying through his responsibilities. (Elementary through Sr. High)

RESURRECTION (FF)

20 minutes—sound $1.20 2

The tragic and brave story of the French people from 1940 to 1943 is told through official scenes of the terrible days of blitz and invasion, followed by the courageous efforts of the fighting forces to redeem the spirit of France. (Jr. High through Adult)

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Unit Value

REWARD UNLIMITED (OWI)

10 minutes—sound $1.20 2

The great need for Cadet nurses is dramatized in this film. When Peggy's fiance goes off to war, she joins the U. S. Cadet Nurses Corps. The picture takes us through her training as student nurse and shows the rewards that come from a war job well done. (Jr. High through Adult)

RHYTHM AND PERCUSSION (EBF)

12 minutes—sound $1.80 3

Eugene Kash explains to an audience of eager youngsters the fundamentals of rhythm and introduces the percussion instruments. An old Indian tom-tom is compared with modern drums, and a children's rhythm band performs under the direction of a diminutive leader. Final scenes in music classes show how teachers capitalize on the interest stimulated by the concerts. (Primary and Elementary) (Music)

RHYTHMS: INSTRUMENTS AND MOVEMENTS (EBF)

10 minutes—sound $1.80 3

A demonstration of rhythm activities in the primary grades. Tells the story of a second grade class which learns to make its own instruments and create its own rhythms after seeing the Indian dances of Chief Thundering Hill. (Primary)

RICE AND BULLS (AFFIms)

17 minutes—sound $1.20 2

In southern France, in the district of Camargue, the farmers have formed a cooperative that enables them, through E.C.A. funds to improve the yield of their rice fields. American machinery was needed to flush fresh water from the Rhone into their paddies. A neighboring cattleman looks on in distaste until he discovers that the first rich harvest, as well as helping materially all his neighbors, has been important to him also. (Jr. High through Adult)

RIGHT OF WAY (OWI)

7 minutes—sound $1.20 2

Shows how America's transportation lines now head straight for the battlefront. This may mean that your train will be late, that your car will be stored, that you won't have packages delivered, that you won't get a seat on the plane. Shows a troop train, a freight train, and a heavily laden truck rushing loads to a convoy slated to sail soon. They have the right of way and they deliver the goods on time. (Jr. High through Adult)

RIGHT OR WRONG: MAKING MORAL DECISIONS (CORONET)

10 minutes—sound $1.80 3

A gang of high school boys break a warehouse window; one of them is caught. The moral decisions of the watchman, the boy's mother, the property owner, the police sergeant, a social worker, and the boy are highlighted to motivate thinking and discussion. (Jr. and Sr. High)

RIKKI—THE BABY MONKEY (EBF)

10 minutes—sound $1.80 3

Tells the charming story of a mischievous little monkey and his family in their native jungle habitats. Remarkable real-life photography reveals what Rhesus monkeys like to eat, how mother

(Consult page 19 for Club Rental Plans.)

Unit Value

monkey cares for her baby, what monkeys like to eat, how they spend their time in the jungle, and how young monkeys like to climb and play. (Primary and Elementary)

RIVER, THE (C)

30 minutes—sound $1.80 3

One of the outstanding social documents of our times. The great Mississippi River system has influenced the land and people over two-thirds of our country. Unfortunately, in the haste of economic expansion, these waterways and the surrounding forests and farms have been ruthlessly misused and have led to great human suffering. Shows the devastation resulting from cut-over forests—relentless floods with loss of lives and property. Offers some suggestions for improving the Mississippi Basin and for preventing future waste. The story is told by an unusual combination of images, words, and musical score, resulting in a highly stimulating film. (Elementary through Adult)

ROAD TO GASPE (NFB)

11 minutes—sound—color $1.20 2

The scenic beauties of the Gaspe peninsula are enjoyed by a group of Youth Hostlers. On their bicycles they travel down this famous resort district of Canada. (Elementary through Adult)

ROADS SOUTH (OIAA)

20 minutes—sound $1.20 2

Pictures in an interesting and educational manner the various means of transportation in Latin-American countries. (Jr. High through Adult)

ROBIN RED BREAST (EBF)

11 minutes—sound $1.80 3

The dramatic story of a robin family from the time father and mother robin build their nests until the baby robins are old enough to take care of themselves. (Primary through Jr. High)

ROCKY MOUNTAIN TROUT (NFB)

14 minutes—sound—color $1.20 2

The turquoise lakes and foam-fleckled streams of Jasper National Park hold rich treasure for the fly-fisherman. The film reviews the attractions of a mountain holiday from the angler's point of view. We are shown the skill, excitement and rewards of a day in the mountains as fishermen follow the lure of the rainbow, speckled, brown and cutthroat trout. The care taken by the National Parks Service to ensure that waters are well-stocked is illustrated. (Elementary through Adult)

ROME, CITY ETERNAL (EBF)

10 minutes—sound—color $3.60 6

Concentrating primarily on extant ruins, statuary, architecture and the art preserved in St. Peter's, this film highlights important aspects of the significance of Rome through the ages. This film might be described as a "camera portrait" of the past and present glory of Rome. (Jr. High through Adult)

ROMEO AND JULIET (TFC) **(See regulations—last page)**

40 minutes—sound $4.80 8

Limits itself to those sequences which deal with the love story of Romeo and Juliet from the time the two families, the Montagues

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Unit Value

and Capulets, enter the cathedral in Verona through the first meeting of Romeo and Juliet at the Capulet ball and the final scene at Juliet's tomb. (Jr. High through College)

ROOTS OF PLANTS (EBF)

11 minutes—sound $1.80 3

Presents examples of tap, fascicled and fibrous roots, and treats their structure and function. Microphotography makes visible the passage of a root through the soil and the movement of protoplasm in a root-hair. An osmosis experiment is demonstrated. The formation and storage of starch and sugar are erplained. (Jr. High through Adult)

ROUGH TURNING BETWEEN CENTERS (C)

12 minutes—sound $1.20 2

The procedures followed in setting up an engine lathe for a rough turning job between centers, on a piece already cut to length and centered. Safety precaution in dress and work, necessity of constant reference to blueprint, lubrication of machine, care of centers, and proper use of various controls on the lathe. (Sr. High through Adult)

RUBBER LENDS A HAND (FFFd)

28 minutes—sound ..... return postage

The story of rubber on the farm. The film shows the wide range of usefulness of rubber in easing the work of modern farmers, and visualizes the most advanced farming ideas. (Elementary through Adult)

RUBY THROATED HUMMINGBIRD (CORONET)

8 minutes—sound—color $2.40 4

Even when half grown the young hummingbird hardly fills a teaspoon. His diminutive, lichen-covered nest, where the pea-sized eggs are hatched, so nearly resembles a part of the tree that it is seldom discovered. But here our camera has found the darting bird and caught him in his most characteristic activities. (Elementary)

RULES AND LAWS (EBF)

14 minutes—sound $1.80 3

Designed to help boys and girls understand the purpose of laws in our society this film demonstrates that laws in the community are like rules in children's games. A group of youngsters is first brought to realize that having rules and abiding by them makes playing together enjoyable for all. Then they consider certain specific laws which have benefitted the people of their community—thus making community life more enjoyable for all. (Grades 3 through 6)

RUMPELSTILTSKIN (CORONET)

10 minutes—sound $1.80 3

Here is a simple, intriguing story of the strange little man who lost his temper. Your audiences will eagerly follow the adventures of the fair Juliana and her task of spinning straw into gold. (Primary)

RURAL LIFE OF MEXICO (CORONET)

10 minutes—sound—color $3.60 6

Highlights of the film include scenes of primitive agricultural practices, laundering as carried on in mountain streams and primitive communal stone tubs, home life, regional costumes and

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Unit Value

two colorful sequences depicting traditional dances. The film closes with a visit to a quaint and colorful fishing village on Lake Patzcuaro. (Elementary through Adult)

RX: STORY OF YOUR PRESCRIPTION (SQUIBB)

20 minutes—sound $1.20 2

Highlighting in this non-technical documentary picture are the painstaking care and ceaseless research of the modern pharmaceutical industry for new and better methods to bring within the reach of all, at minimum cost drugs which relieve suffering, restore health and prolong life. The film touches briefly on the use of vaccines and toxoids for immunization, the development of ether manufacturing, the discovery and use of insulin for diabetes, the application of the arrow poison curare, in surgery, the manufacture of streptomycin and the use of science's new electron microscope which makes visible microscopic particles never before studied by the human eye. (Jr. High through Adult)

SAFE DRIVING: FUNDAMENTAL SKILLS (CORONET)

10 minutes—sound $1.80 3

Preliminary to Tom's driver's license examination, his father demonstrates the skillful procedures of: getting the car ready, starting the motor, driving forward, stopping, backing, turning, signaling and parking. Later, Tom passes his test for his driver's license and is ready to do his share of driving on their coming vacation. (Jr. and Sr. High)

SAFE LIVING AT SCHOOL (CORONET)

10 minutes—sound $1.80 3

Ted and Ruth were elected to the Junior Safety Council. We go with them on an informative "Safety Tour" to see the safety features of their school and to learn what students can do at school to live safely. By emphasizing courtesy, good housekeeping, skillful and correct actions, this film clearly shows the proper concept that make *Safe Living at School* a secure reality. (Elementary)

SAFE LIVING IN YOUR COMMUNITY (CORONET)

10 minutes—sound $1.80 3

How school children can work together to lessen the accident rate of a community is presented by following three guideposts: good housekeeping, good citizenship and good safety. This motion picture shows how students can work through the school and community safety council to form an effective safety program. (Elementary)

SAFE USE OF TOOLS (CORONET)

6 minutes—sound $1.20 2

Children need their own tools, and must learn how to use them. Shows proper methods of using scissors, knives, hammers, saws, and other small tools and the care of them. (Primary)

SAFEGUARDING MILITARY INFORMATION (OWI)

10 minutes—sound $1.20 2

Stresses the importance of secrecy on the part of military personnel and workers engaged in defense activities. (Jr. High through Adult)

SAFETY IN THE HOME (EBF)

11 minutes—sound $1.80 3

Designed to awaken interest in the need for safe homes. First

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the film tells of the frequency of home accidents and of the number of persons thus injured each year. Then one family's campaign to eliminate accidents in their home is shown in detail. Many safety devices, including those for the garage, workshop, stairs, playroom, bedroom, and kitchen are included. (Elementary and Jr. High)

SAFETY ON THE STREET (EBF)

10 minutes—sound $1.80 3

Designed to encourage important habits of safety on the way to and from school, this film employs the activities of a school patrol to illustrate street safety precautions. It points up such aspects of street safety as the correct way to cross streets, safe and unsafe crossings, and shows how policemen, patrol members, traffic lights, and stop-signs aid the pedestrian as well as the motorist. (Primary and Elementary)

SAFETY ON THE SCHOOL BUS (YA)

10 minutes—sound $1.80 3

Designed to promote greater safety on the part of those who ride the school bus. Demonstrates safe practices for all school bus riders, both on and off the bus, with emphasis on safe conduct on the bus. (Elementary and Jr. High)

SAFETY TO AND FROM SCHOOL (YA)

10 minutes—sound $1.80 3

Safety is introduced as an adventure by dramatizing the natural experiences of a boy and girl to and from school. Develops practices of street crossing techniques by having class practice. Emphasizes value of safety patrol and helpfulness of police. Teaches how, when and where to cross the street. (Primary through Jr. High)

SAILING A TOY BOAT (EBF)

7 minutes—sound—color $1.80 3

Frank is thrilled over the bright new toy sailboat his father has given him. He learns how to set the rudder, so that his boat will come back to him when it sails far out on the pond. Jean's doll is the boat's passenger. When the waves wash her overboard, it is brave Penny who swims to Dolly's rescue and brings her safely back to Jean.

SAILING IN CANADA (NFB)

11 minutes—sound—color $1.20 2

The thrill of sailing as it is enjoyed in Canadian waters from the Atlantic to the Straits of Georgia, on the Pacific coast. To the rollicking accompaniment of sea chanties, the film takes us cruising up the St. Lawrence, on the Great Lakes, in Muskoka waters, on Lake Winnipeg and off Canada's Pacific coast. Popular types of sailboats are shown in action, and we catch glimpses of famous races. (Elementary through Adult)

SAO PAULO (OIAA)

20 minutes—sound $1.20 2

An interesting study of progress in Brazil's second largest city, one of the fastest growing cities in the world. Here we see a cross-section of the modern South America with its busy industry, its growing commerce, its beauty of art and architecture, and its up-to-date trends in education. (Elementary through Adult)

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Unit Value

SAVE THE SOIL (USDA)

10 minutes—sound $1.20 2

A general discussion of the problem of soil conservation. Shows the part that soil has played in history. (Sr. High through Adult)

SAVE THOSE TEETH (EBF)

10 minutes—sound $1.80 3

Emphasizes the importance of proper cleansing in the care of teeth, and illustrates how the teeth are affected by excessive us of refined sugar. Identifies the kind of bacteria that change sugar to acid in the mouth. Demonstrates the use of sodium flouride solution in the prevention of tooth decay and prescribes specific rules to be followed in the care of teeth. (Elementary through Adult)

SCHOOL ACTIVITIES AND YOU (CORONET)

10 minutes—sound $1.80 3

A high-school girl is planning her school activity program. Through the advice of her older brother, she learns the importance of choosing activities for their values by considering what she can learn, what her interests are, how much time she can give, and how to arrange a well-balanced progrom. (Jr. and Sr. High)

SCHOOL AND COMMUNITY (McGRAW-HILL)

27 minutes—sound $3.00 5

Shows how communities can give students vocational training. (Sr. High through Adult)

SCHOOL THAT LEARNED TO EAT (GEN. MILLS)

22 minutes—sound—color $4.20 7

How a Southern school developed a better school lunch program. Teachers discuss problems at a faculty meeting with state nutritionists. Community meeting of parents and teachers plan survey of nutritional habits of children. Plans are made, whole community works in fund-raising, parents help re-build lunchroom, children share in planning, work. (Jr. High through Adult)

SCHOOLHOUSE IN THE RED (KFD)

42 minutes—sound—color $1.20 2

Deals with the sociological and psychological factors involved when small communities face up to the problem of joining their school district into a larger unit. (College and Adult)

SCHOOLS TO THE SOUTH (OIAA)

12 minutes—sound $1.20 2

Gives an accurate picture of the educational systems now operating in the other American republics. (Elementary through Adult)

SCIENCE AND AGRICULTURE (EBF)

11 minutes—sound $1.80 3

Reveals the interdependence of science and agriculture in our modern life. Traces the soybean from its cultivation in China through its culture and use in the United States. Describes the plant's characteristics and its value to soil conservation. Reproduced conversations treat problems of its cultivation and harvest. Process of extracting soybean oil and preparation and use of soybean by-products in home and industry are shown. (Elementary through Adult)

(Consult page 19 for Club Rental Plans.)

Unit Value

SCIENCE AND SUPERSTITION (CORONET)

11 minutes—sound $1.80 3

This film reflects a changing point of view in the philosophy of science education—it is intended to teach pupils how to use the scientific method in thinking. It is shown that the superstitions about the groundhog, the rabbit's foot, etc., are all inaccurate. (Elementary and Jr. High)

SCIENCE OF SOAP (EBF)

11 minutes—sound $1.80 3

A simple laboratory demonstration first illustrates how lye and fat are combined to make soap, and animated drawings clearly explain the chemical action (saponification) which takes place when the mixing occurs. Other drawings describe the cleansing action of soap. (High school) (Chemistry)

SCIENTIFIC METHOD (EBF)

11 minutes—sound $1.80 3

Explains the elements of the scientific method, demonstrates the way this method of problem solving is applied by scientists and discusses the value of scientific thinking in dealing with problems of everyday life. The film features one of the most dramatic stories of modern science—the discovery of penicillin by Sir Alexander Fleming. It draws likewise, on the work of Louis Pasteur in illustration of the contributions of scientific thinking to modern knowledge. (High School and Adult) (Physical Science)

SEASHORE LIFE (EBF)

10 minutes—sound—color $3.60 6

Provides an experience in ecology through a portrayal of life on the three important kinds of seashores—the sandy beach, the rock pool, and the mud flat. Shows ways in which representative seashore animals are adapted to survive in their special environments and how they feed, move and compete with other kinds of animal life with which they come in contact. (Primary and Elementary)

SEASIDE HOLIDAY (NFB)

10 minutes—sound—color $1.20 2

Prince Edward Island holds much of Canada's history in its shores. The National Park is reached by way of Charlottetown where the film pauses to honor the Fathers of Confederation who gathered there in 1864. Family picnic parties gather in woodland glades. (Elementary through Adult)

SEASONAL CHANGES IN TREES (CORONET)

10 minutes—sound—color $3.60 6

Compressed into a few minutes of film time and brought conveniently into your classroom, this picture presents the seasonal story of the changes in trees. It is an excellent introduction to scientific study of trees. (Elementary)

SECRETARY'S DAY (CORONET)

10 minutes—sound $1.80 3

In a secretary's day, she assumes many responsibilities . . . taking dictation, transcribing, making appointments, receiving callers, planning an employer's itinerary and securing his reservations. Here we see her demonstrating the specific office techniques,

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Unit Value

beyond a knowledge of typing and shorthand, that distinguish her from a stenographer and make her indispensable to her employer. (Sr. High)

SECRETS (USN)

4 minutes—sound $1.20 2

This film asks of the enemy the question, "What would you have given to know?" and then pictures in some detail the use of radar aboard ship to locate enemy targets, and of a new type flashlight used to spot the objectives of attack. It also pictures the explosion of the atomic bomb, refers to the work done at Oak Ridge, speaks of the new uses of atomic energy, and promises that after World War II Americans will never again be unprepared. (Elementary through Adult)

SEE BETTER: HEALTHY EYES (CORONET)

10 minutes—sound $1.80 3

How can we take care of our eyes? Why should we take care of them? In answering these two basic questions, this film explains the general structure of the eyes, the important health and safety practice relating to eye care and the common ways to treat disorders of vision. The film has been viewed and approved by representatives of various professional groups interested in eye care and eye treatment. (Elementary)

SEED DISPERSAL (EBF)

10 minutes—sound $1.80 3

The film presents many interesting ways by which seeds of plants are scattered in order to insure the propagation of the species. The methods illustrated include dispersal by the wind, transportation by animals, and forceful propulsion from the seed-case. The dramatic value of these examples is increased by the use of time-lapse photography. Attention is given to the germination of seeds under various conditions. The struggle for survival in the plant world is vividly portrayed. (Jr. High through College)

SEEDS OF DESTINY (FON)

18 minutes—sound $1.80 3

Gives the grim and tragic story of hunger and destitution which follows war. The first half of the film shows both physical and human devastation left by the war while the second half shows cooperation by national governments and by specialists of different nationalities in setting up and realizing the human objectives of UNRRA. The slight cost of rehabilitation program as compared to sums devoted to planned destruction is emphasized. Presentation is in terms of suffering children and final plea is for saving of a generation which, having known only war and devastation, must be shown the advantages of a peaceful world. (Sr. High through Adult)

SEEDS OF DESTRUCTION (Living Earth Series) (EBF)

10 minutes—sound—color $3.60 6

Reveals the alarming extent to which man is depleting the soil and forest resources upon which his very survival depends. Recalls the wealth of America's original resources and contrasts this with the tragic waste from devastating forest fires, floods, and overworked land. Recommends effective conservation meas-

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Unit Value

ures, but reminds us that little time remains for putting them into practice. (Jr. High through Adult)

SELF-CONSCIOUS GUY (CORONET)

11 minutes sound —$1.80 3

Marty suddenly becomes keenly aware of his feelings of self-consciousness. As he tries to find ways to avoid these feelings, he discovers others have been extremely self-conscious yet have developed poise and self-assurance. He finds help for his own problem through developing skills, thinking of other persons, and getting his attention on the whole situation. (Jr. and Sr. High)

SENDING RADIO MESSAGES (EBF)

10 minutes—sound $1.80 3

Animated drawings clarify the basic principles of radio transmission. The operation of the following units is graphically explained: the microphone, the transformer and the modulator. Fundamental concepts are explained, as for example: sound waves, direct currents, alternating currents, voice current, carrier wave, and amplification. Photographic scenes are used to reveal the importance of radio and to illustrate operating units in a modern transmission station. (Jr. High through Adult)

SERIES AND PARALLEL CIRCUITS (EBF)

11 minutes—sound $1.80 3

Planned as a sequel to "Elements of Electrical Circuits." Takes up first, the relationship between resistance, current, and voltage in series circuits and then in parallel circuits. Type problems are presented by demonstration, with explanations in animation. The practical advantages and disadvantages of each circuit is illustrated and clarified with common examples. A simple series-parallel combination is described and explained. (Sr. High and College)

SERVANT OF THE PEOPLE (TFC) **(See regulations—last page)**

20 minutes—sound $3.60 6

The story of the making of the American Constitution. The Constitutional Convention is accurately depicted, with the various arguments and agreements during its course. Washington, Hamilton, Madison and Franklin are shown. The signing of the Constitution. An excellent account of the Continental Congress. (Elementary through Adult)

SEWING: ADVANCED SEAMS (YA)

10 minutes—sound $1.80 3

Demonstrates and explains the procedures for making the following advanced seams: french seam, flat fell seam, the tuck, and the welt seam. (Jr. and Sr. High)

SEWING: FITTING A PATTERN (YA)

10 minutes—sound $1.80 3

Shows how to adjust a standard dress pattern to the requirements of the individual figure. (Jr. and Sr. High)

SEWING: FUNDAMENTALS (YA)

10 minutes—sound $1.80 3

Demonstrates and explains the function and use of some of the basic tools used in sewing: thimbles, pins, needles, threads, tape

(Consult page 19 for Club Rental Plans.)

Unit Value

measures, measuring gauge, tailor's chalk, scissors shears, pressing cloths, and the sewing machine. (Jr. and Sr. High)

SEWING: HANDLING MATERIALS (YA)

10 minutes—sound $1.80 3

Discusses generally the characteristics and handling of cotton, woolen and synthetic fabrics as they relate to dressmaking. Specifically the film explains how the selection of a fabric is based on the pattern to be used, the purpose of the garment, and the ability of the seamstress. (Jr. and Sr. High)

SEWING: PATTERN INTERPRETATION (YA)

10 minutes—sound $1.80 3

Discusses the problems of interpreting the markings and instructions used in such dressmaking patterns as those offered by McCall, Simplicity, Butterick and Vogue. (Jr. and Sr. High)

SEWING: SIMPLE SEAMS (YA)

10 minutes—sound $1.80 3

Explains and demonstrates how to make six types of simple seams: plain seam, edges pinked; plain seam, edges overcoast; plain seam, edges stitched; plain seam, edges bound; plain seam, catch-stitched; and plain seam, top-stitched. (Jr. and Sr. High)

SEWING: SLIDE FASTENERS (YA)

10 minutes—sound $1.80 3

Shows the step-by-step process of fitting a slide fastener in a blouse, a skirt and a dress. (Jr. and Sr. High)

SHAKESPEARE, WILLIAM: Background For His Works (CORONET)

13 minutes—sound $2.40 4

In the England of today, the film shows the places of Shakespeare's times and elements of English life that gave Shakespeare his language and shaped his character. Kenilworth Castle, Stratford, the River Avon, Anne Hathaway's Cottage, The George Inn, The Tower of London are just a few of the memorial spots that link the past with the present. Then, in fine dramatic treatment, brief episodes are presented from some of the most studied plays: Act II, Scene 2 of *Romeo and Juliet;* Act I, Scene 5 of *Macbeth;* Act II, Scene 1 of *Taming of the Shrew;* Act IV, Scene 1 of *Merchant of Venice;* and Hamlet's famous soliloquy from Act III, Scene S of *Hamlet.* (Jr. and Sr. High)

SHAKESPEARE, WILLIAM (EBF)

25 minutes—sound $3.00 5

Traces course of Shakespeare's life from his boyhood in Warwickshire through his career in the London theatre. Shows him as actor and dramatist. Contains excerpts from "Romeo and Juliet," "Henry V," "As You Like It," "Julius Caesar," "Hamlet," and "Macbeth" as they would have been performed on the stage of Shakespeare's own theater.

SHARING ECONOMIC RISKS (CORONET)

11 minutes—sound $1.80 3

Bill, a high school boy, loses his bike through theft. The loss illustrates the economic risk which all people face, and ensuing action illustrates aspects of property and life insurance, and the principle of sharing economic risks. Effective film for use in social studies and business education. (Jr. and Sr. High)

(Consult page 19 for Club Rental Plans.)

Unit Value

SHARING WORK AT HOME (CORONET)

10 minutes—sound $1.80 3

This film shows the importance of cooperation to happy family life. It is a picture for home economics, language arts, social studies, and all other classes in which family relationships are studied. Your classes will not only enjoy the picture but they will learn how to take one of the big steps toward improved family living. (Jr. and Sr. High)

SHELL-FISHING (EBF)

11 minutes—sound $1.80 3

Views of oyster, crab, clam, and lobster fishing industries on eastern coast of United States. Planting, dredging and preparing crops for market. (Elementary through Sr. High)

SHEP, THE FARM DOG (EBF)

11 minutes—sound $1.80 3

Follows an attractive collie dog during his busy day about the farm. After herding the cows to pasture and routing the chickens from the garden, Shep is rewarded with a good breakfast. Later, Shep pursues a woodchuck to his hole and, after fruitless digging, rejoins Tommy, his young master for hike and swim, during which he retrieves sticks and assists Tommy in swimming to shore. (Elementary through Sr. High)

SHOOTING IN BASKETBALL (EBF)

10 minutes—sound $1.80 3

Wilbur Johns, Basketball Coach, U.C.L.A., gives the fundamentals of shooting, concentrating on the set-shot, stance, the action of the throw, aim, trajectory, and fingertip control are demonstrated, with special attention given to the fine coordinaion of all parts of the body required for accurate shooting, especially the inward rotation of hand and arm in making the throw. (Jr. High through Adult)

SHORTEST WAY HOME (GREYHOUND)

33 minutes—sound—color $1.20 2

For restless Army veteran Wiley Pruitt, the shortest way home to Sauk Center, Minnesota, was by way of Boston, Florida, Texas, and California. Photographed in technicolor against some of the most beautiful scenery in America, this film takes Wiley to such fascinating places as Greenfield Village, Kentucky horse farms, the Pennsylvania Turnpike, New England, Colonial Williamsburg, Miami, New Orleans, a Texas cattle ranch, Hollywood, and Yellowstone National Park. As he visits members of his old bomber crew, Wiley discovers all the history and drama to be found along America's great highways. (Primary through Adult)

SHRIMP PLEASE (USF&W)

20 minutes—sound—color $1.20 2

Shows the methods used by the Louisiana and Mississippi shrimp industry to make shrimp available for tables all over the United States. Includes blessing of the fleet; catching and exploratory fishing for shrimp; shrimp processing, including freezing, breading, drying, and canning. Contains information on how to purchase, prepare and serve shrimp. (Elementary through Adult)

(Consult page 19 for Club Rental Plans.)

Unit Value

SHY GUY (CORONET)

12 minutes—sound $1.80 3

Helps adjust the shy adolescent as he witnesses the screen "shy guy's" start to improved social relation through those principles of friendly association demonstrated by his better adjusted fellow students. (Jr. High through Adult)

SIGN OF DEPENDABLE CREDIT (USDA)

20 minutes—sound $1.20 2

Designed to show how the Production Credit Ass'n. was organized and the manner in which it operates. We are shown how the farmer of today must utilize the new improvements and inventions in order to compete in this highly specialized world. In order to do this many farmers must rely on loans which they obtain from the Production Credit Ass'n. (College and Adult)

SILENT WAR (OIAA)

10 minutes—sound $1.20 2

The war against Yellow Fever now being waged by scientists in the jungles of Columbia. Shows how vaccine is made, dried, frozen, and transported by mule-back to a town in the jungles of Columbia and how Yellow Fever is slowly being conquered in equatorial South America. Describes how this research is making United Nations jungle fighters immune to the dreaded disease. (Jr. High through Adult)

SILKS AND SULKIES (NFB)

11 minutes—sound—color $1.20 2

The thrill of harness racing on Prince Edward Island, with a glimpse behind the scenes at the training fo a colt for this sport. We follow Bellhop's career as a racer, from his unwilling introduction to harness through trials with a bicycle sulky to his first big race. Climax of the film comes with scenes of this mixed race of trotters and paces at Charlotteown's Old Home Week. (Elementary through Adult)

SIMPLE MACHINES (EBF)

11 minutes—sound $1.80 3

Shows the basic features of the lever, the inclined plane, the wedge, the pulley, and the screw. Applications of these devices to modern complex machines are demonstrated. The evolution of the machine and its part in contemporary civilization is indicated. (Jr. High through Adult)

SIMPLE STUNTS (CORONET)

10 minutes—sound $1.80 3

Providing instruction in healthful and interesting group activities that require little equipment, this film gives a detailed explanation and illustration of simple stunts for strength, stunts for skill and stunts with sticks. Safety precautions are emphasized throughout the film as the techniques and benefits of entertaining variations on simple stunts are demonstrated. The film imparts finesse and confidence for easy performance. (Jr. and Sr. High)

SKELETON, THE (EBF)

12 minutes—sound $1.80 3

Describes in detail the formation, growth, development, and function of the human skeleton. Microphotography and animated drawings reveal what bones consist of and how they grow. Dramatic

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Unit Value

motion picture X-ray photography shows how joints move. Attention is called to the role of proper food and good posture in the correct development of bone. (Sr. High through Adult)

SLEEP FOR HEALTH (EBF)

10 minutes—sound $1.80 3

Presents the importance of regular sleeping habits from the viewpoint of a child. Shows the child how a regular bedtime which allows for sufficient sleep helps him attain goals which he himself desires. Emphasizes the child's own responsibility in the formation of good habits. Considers dreaming as a normal part of sleeping. Graphically illustrates how lack of sleep causes irritability and interferes with the enjoyment of everyday living. (Primary and Elementary)

SLOVAKIA—Farms and Towns of Slovakia (UWF)

20 minutes—sound $3.00 5

Here we study people who, living within a mountainous land relatively remote from the highways of communications, have maintained conservative traditions. These Slaivc families are seen living in a wooded mountainous land. Isolated from the main currents of Central European life, their standard of farming and industrial practices are relatively poor. However, we see that where highways are being developed, and isolation is breaking down, changes are taking place in the traditional ways of life of these Slavic peasants. (Jr. High through Adult)

SMOKE JUMPERS (USDA)

10 minutes—sound—color $1.20 2

This film shows how the US Forest Service has developed its own airborne fire-fighters to combat forest fires in remote sections of the country. (Jr. High through Adult)

SNAKES (CORONET)

10 minutes—sound—color $3.60 6

Overcoming the idea that all snakes are dangerous, this film distinguishes the four poisonous snakes found in this country from those that are harmless. It is a specific warning against the poisonous varieties while encouraging the study and observation of harmless snakes. It develops the life habits and adaptations of representative examples showing their equipment for locomotion, sensation, nutrition and self-protection. (Jr. and Sr. High)

SNAP OUT OF IT (CORONET)

15 minutes—sound $2.40 2

A high school boy has worked hard for an "A" but gets only a "B" in history. His emotional upset at the disappointment brings him to the attention of the school principal. Under the principal's guidance the boy finds how to set his expectations realistically to avoid disappointments. He learns to use the emotional drives of unavoidable disappointment for a positive attack on problems. (Jr. and Sr. High)

SNAPPING TURTLE (EBF)

11 minutes—sound $1.80 3

The life story of an interesting reptile in its natural habitat. Unusual photographic studies permit observation of the snapping turtle's detailed features, habits, and its encounters with other animal life. The laying of the eggs and the hatching are two

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Unit Value

outstanding episodes. A painted turtle is introduced for purposes of comparison. The winter hibernation concludes the presentation. (Elementary through Sr. High)

SOCCER FOR GIRLS (CORONET)

10 minutes—sound $1.80 3

Today soccer is gaining in popularity as a women's recreational activity. In this action-packed film, skilled players demonstrate the various traps, dribbles and passes of the game. Their application to playing situation is shown; close-ups and slow-motion bring out the details of technique while an exciting action sequence at the close reviews the points of play presented. (Jr. and Sr. High)

SOCIAL COURTESY (CORONET)

10 minutes—sound $1.80 3

Why do some people seem to enjoy social gatherings, while others would rather stay at home? Often it's because these people simply don't know how to get along with others. Here is a motion picture which shows that getting along in social groups merely requires a natural, easy form of behavior that makes use of courtesy. Students will see how to improve social manners, how to appreciate the difference between formal and informal events and how to learn the "right thing to do." (Jr. and Sr. High)

SOCIAL DANCING (CORONET)

10 minutes—sound $1.80 3

Here are the two basic fox trot and waltz steps, with three simple variations to send even the beginner off to a dancing start. Both the boy's and girl's parts are shown in close view, and each step and variation is clearly explained wtih diagrammatic effects. Here is the key to dancing with ease and assurance. (Jr. and Sr. High)

SOFTBALL FOR BOYS (CORONET)

10 minutes—sound $1.80 3

Slow-motion photography is used to analyze the individual player skills, and the necessary principles of team play are dramatized in actual game situations. The film also discusses and puts emphasis on pitching techniques. (Jr. and Sr. High)

SOFTBALL FOR GIRLS (CORONET)

10 minutes—sound $1.80 3

This film studies the fundamental softball skills of throwing, catching, batting and fielding as they are demonstrated during the exciting last inning of a girls' intramural game. Each player's individual skill and coordinated team play is pointed out to show students how the fun of this good sport is heightened by intelligent practice. (Jr. and Sr. High)

SOFTBALL FUNDAMENTALS (YA)

10 minutes—sound $1.80 3

A demonstration film designed to teach the individual techniques of play involved in softball, using junior high school girls as the players. The film illustrates the techniques of batting, throwing, pitching, running bases, and fielding. (Elementary and Jr. High)

SOLAR FAMILY, THE (EBF)

10 minutes—sound $1.80 3

The evolution of the solar system is revealed according to the planetesimal hypothesis. This is followed by a portrayal of the

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Unit Value

real and apparent motion of the planets. Among the special phenomena presented are: the phases of Venus; retrograde motion of Mars, Jupiter and its satellites; the apparent motion of Saturn's rings; orbits of the planetoids, Eros and Anteros; orbit of Halley's comet; and the motion of the solar system in space. (Jr. High through College)

SOLAR SYSTEM (CORONET)

10 minutes—sound $1.80 3

Names of the planets, their relative sizes, distances from the sun and the forces at work in the solar system are presented with imagination. An actual scale model of the solar system is set up to visualize dramatically the immensity of distances between the respective planets and the sun. The relationship of the planets to each other, their orbits, differences between planets and stars; and important highlights about gravitational attraction, light and heat are other important teaching points covered. (Jr. High)

SOLIDS, LIQUIDS & GASES (YA)

10 minutes—sound $1.80 3

This film is an introduction to the three states of matter. It defines a liquid, a solid, and a gas, and demonstrates how a substance can be changed from one state to another, depending on how hot or cold it is. Explains everyday applications of these concepts. (Jr. High)

SOME FRIENDLY BIRDS (EBF)

15 minutes—silent $1.20 2

Birds that have similar tastes and habits: martins, chickadees, and nuthatches, the house wren, bluebirds, woodpeckers—building nests, feeding their young and the "Spring dance" of the flickers. (Elementary through College)

SOMETHING YOU DIDN'T EAT (USDA)

10 minutes—sound—color $1.20 2

A Walt Disney cartoon showing through use of animation the need for a balanced daily diet of foods from each of the seven basic groups. (Elementary through Adult)

SOUND RECORDING AND REPRODUCTION (EBF)

10 minutes—sound $1.80 3

Describes how sound is converted into light rays to produce sound motion pictures, and how the projector is able to change the light rays back into sound waves. We learn from the film how the two great systems operate, sound recording by variable area and sound recording by variable density. (Sr. High through Adult)

SOUND WAVES AND THEIR SOURCES (EBF)

10 minutes—sound $1.80 3

Demonstrates and explains the three types of sound sources, including the vocal organs. The transmission of sound waves through the air is visualized. Such characteristics of sound waves, as frequency, amplitude, wave length, fundamentals, and harmonics, are explained with acoustic accomplishment. The high-speed camera and an oscilloscope help to clarify the phenomena portrayed. (Jr. High through Adult)

(Consult page 19 for Club Rental Plans.)

Unit Value

SOUNDS OF MUSIC (CORONET)

10 minutes—sound $1.80 3

This film presents the characteristics of musical sound. Our youngsters meet the genial proprietor of their local music store who demonstrates the principles of amplitude, quality and frequency with the sounds and grooves of a phonograph record. Then, on a tour of his shop, we see and hear string, wind and percussion instruments and derive a greater appreciation of their melodies. (Jr. and Sr. High)

SOUTH AFRICA (MOT)

11 minutes—sound $1.80 3

Long known throughout the world for its fabulous wealth in gold and diamonds, its Zulus proud of their tribal glory, and its Boers and Britona, its rugged and challenging topography (all of which the film depicts), South Africa only recently emerged as a potential industrial power among nations. South Africa has a key position at the junction of the Atlantic and Indian oceans; it is ready to meet its post-war problems. (Jr. High through Adult)

SOUTH AFRICA—Riches of the Veldt (UWF)

20 minutes—sound $3.00 5

When you meet a typical family in the city of Johannesburg and see their way of life and surroundings, you can imagine yourself in an American city. When you participate in the vacation jaunt of two children in this family beginning wth a day in the city and moving on to mining and industrial areas, you are in contact with South Africans; you hear their comments in English and Afrikaans; you see how they work and live and you absorb a wealth of human geography. GEOGRAPHIC CONCEPT. A fertile land, with Mediterranean climate plus great mineral wealth, nurtures a vigorous economy. (Elementary through Adult)

SOUTH CHILE (OIAA)

18 minutes—sound $1.20 2

Pictures the region at the very southermost part of South America. Here much rain falls, and high winds blow most of the time. Grand glacial scenery and the story of sheep-raising on a large scale feature this description of distant Patagonia. (Jr. High through Adult)

SOUTHEAST USA—The Changing Cotton Land (UWF)

20 minutes—sound $3.00 5

This film lesson shows that the Southern United States is an area with many natural resources. We learn that the possibilities for agricultural and industrial production are tremendous. However, much land has been destroyed through wasteful farming practices. Through the untiring efforts of the County Agents the education of the younger generation of farmers, and adherence to the tenets of the Conservation Policy, the people of the Southeast are shown rebuilding the land. The introduction and growth of new industries is also seen to be producing a new era of development for this area. (Elementary through Adult)

SOUTHEASTERN STATES (EBF)

10 minutes—sound $1.80 3

Delineates the variety of living patterns in Arkansas, Louisiana, Mississippi, Alabama, Florida, Georgia, South Carolina, North

(Consult page 19 for Club Rental Plans.)

Unit Value

Carolina, Virginia, Kentucky, and Tennessee, with a brief historical introduction. Stately plantation homes, mountaineer cabins, modern homes in southern cities, rolling blue grass country, orchards, cotton and tobacco fields, farm and factories—all woven together to tell the story of the region's twenty-eight million people and how their welfare is bound up with the national economy. (Elementary through Adult)

SOUTHERN BRAZIL (OIAA)

20 minutes—sound $1.20 2

Shows Brazil's march of progress as exemplified in its southernmost area, the states of Parana, Santa Cantarina, and Rio Grande di Sul. Pictures Brazil's great cattle country and its granary. (Elementary through Adult)

SOUTHWEST USA—Water for Dry Land (UWF)

20 minutes—sound $3.00 5

This film presents a picturization of the dependence of man upon his supply of water. The living in oasis is contrasted sharply with the barren wastes of surrounding deserts. The transformation of desert lands by man's triumph in controlling the water supply and the tremendous developments possible through abundant hydroelectric resources, is vividly portrayed. (Elementary through Adult)

SOUTHWESTERN STATES (EBF)

10 minutes—sound $1.80 3

Portrays aspects of life in areas of Texas, Oklahoma, New Mexico, and Arizona. Reference is made to the topography, rainfall, and other characteristic features including the imprint of Spanish and Indian cultures. Irrigation, stock raising, mining, agricultural, oil extracting and refining are among the occupational activities shown. The exchange of goods and services with those of other sections of the country is depicted with animated photography. (Elementary through Adult)

SPAIN: THE LAND AND THE PEOPLE (CORONET)

10 minutes—sound $1.80 3

Because of its past prominence in world affairs, because of its literature and music, because of its profound cultural influence in the United States, every student should be familiar with Spain. This film takes them from Madrid in the north to the fertile river valleys in the south. They visit the cities and villages and meet Pedro Ybarra and his family in a stimulating education experience. (Jr. and Sr. High)

SPANISH CHILDREN (EBF)

10 minutes—sound $1.80 3

Provides a delightful visit with a rural family of southern Spain. Depicts a trip by a boy and his father to a city market place; portrays many representative aspects of Spanish life; and lays particular emphasis on the activities of the children of the family. Concludes with scenes of an enjoyable evening at home celebrating the little daughter's birthday. (Primary and Elementary)

SPANISH INFLUENCES IN THE UNITED STATES (CORONET)

10 minutes—sound $1.80 3

Historic locales from Florida to California document this record of

(Consult page 19 for Club Rental Plans.)

Unit Value

our Spanish cultural heritage. Dolores and Don find they live in a Spanish-type house and use many common words of Spanish derivation. When their study turns to other sections of the country, they discover the missions, longhorn cattle, horses and other things originally brought here by the Spanish. Everywhere, we find that the Spaniards exerted a profound influence in molding the pattern of our own culture. (Jr. and Sr. High)

SPARKY, THE COLT (CORONET)

10 minutes—sound $1.80 3

Against a familiar background of farm settings, this story provides specific interest value in reading, youthful discussion and writing activities. From the moment your children "discover" Sparky, the wobbly little colt, they'll eagerly follow his adventures as he grows strong, learns to canter across the fields and becomes a strong, beautiful horse. (Primary)

SPEECH: FUNCTION OF GESTURES (YA)

10 minutes—sound $1.80 3

Explains the function of the gesture in public speaking, and points out how your talk can be made more effective by the use of the correct gestures at the correct moment. (Jr. and Sr. High)

SPEECH: PLANNING YOUR TALK (YA)

10 minutes—sound $1.80 3

Explains how to plan and organize your talk beforehand so as to achieve the greatest effectiveness in its presentation. (Jr. and Sr. High)

SPEECH: PLATFORM POSTURE & MOVEMENT (YA)

10 minutes—sound $1.80 3

Deals with the importance of good appearance and proper posture for the public speaker. Each element is treated in detail from the viewpoint of the inexperienced speaker, as the film points out that the audience is impressed by what it sees as well as by what it hears. (Jr. and Sr. High)

SPEECH: STAGE FRIGHT & WHAT TO DO ABOUT IT (YA)

10 minutes—sound $1.80 3

Analyzes the cause of stage fright, and shows the inexperienced public speaker what he can do to overcome it both in the preparation for his talk and during the delivery of his talk. (Jr. and Sr. High)

SPEECH: USING YOUR VOICE (YA)

10 minutes—sound $1.80 3

Explains and demonstrates the importance of good speech habits in everyday situations. Explains that a speaker must be heard, must be understood, and must be pleasant, in order to be effective. Shows that most poor speech is due to the speaker's carelessness. (Jr. and Sr. High)

SPEEDBALL FOR GIRLS (CORONET)

10 minutes—sound $1.80 3

Rapidly growing in popularity, speedball provides excitement and variety. The film carefully explains players' positions on the field, rules of the game, and techniques in developing team cooperation and individual skills, including kicking, volleying, juggling, passing,

(Consult page 19 for Club Rental Plans.)

Unit Value

and receiving. This film makes it easy for students to master the challenging game of speedball. (Jr. and Sr. High)

SPEEDING YOUR READING (TAE)

10 minutes—sound $1.80 3

Designed to improve reading speed of high school and adult classroom audiences by giving the student an understanding of correct reading habits, the film concentrates on developing correct eye movements. We see the most common reasons for slow reading and suggestions are made for correction of reading fault. (Jr. High through Adult)

SPELLING IS EASY (CORONET)

11 minutes—sound $1.80 3

A practical visual aid to spelling. It is a motivational film for the intermediate grades, and presents the five basic rules for learning to spell. (Elementary through College)

SPIDERS (EBF)

10 minutes—sound $1.80 3

The nursery-web, the orb-web, the funnel-web, and the trapdoor spiders appear in this picture. The complete life cycle of the first is presented, while the peculiar habits and characteristics of the others are shown. The construction of an orb-web is shown through every step of the procedure. The retreat of the trap-door spider is explained and illustrated pictorially. Also scenes of the spiders as hunters and providers. (Jr. High through College)

SPOKANE AND ITS INLAND EMPIRE (SR-DC)

45 minutes—sound—color $1.20 2

This is a dramatic and entertaining presentation of Spokane and Inland Empire industries and resources, with colorful scenes in wheat fields, orchards, forests, livestock ranches, lumber camps and mills, mines and smelters, gardens and parks, and revealing scenes of the city's newspaper industry. Included are the striking views of the completed Grand Coulee Dam and the Columbia Basin Irrigation project. Presents the first airplane view ever taken of the 2 billion dollar atomic bomb plant at Hanford in Eastern Washington. (Jr. High through Adult)

SPOTTY: THE STORY OF A FAWN (CORONET)

10 minutes—sound—color $3.60 6

Filmed against the authentic background of the north woods the adventures of Spotty, a wild fawn, are believable and fascinating. Participation devices are aurally and visually built into the picture and the narration has been keyed to primary grade word lists. (Primary)

SPRING ON THE FARM (EBF)

11 minutes—sound—color $3.60 6

Portrays the adaptation of plants and animals to the changing seasons. This film follows Joan and Jerry as they observe the spring scene on the farm. They see buds swelling, birds returning, grass becoming green, fruit trees blooming, the planting of gardens, moths coming out of their cocoons, and young rabbits emerging from their nests. (Primary through Jr. High)

(Consult page 19 for Club Rental Plans.)

Unit Value

STEAM ENGINE (YA)

10 minutes—sound $1.80 3

An animated film tracing the historical development of the steam engine (both stationary and locomotive). Simple animated diagrams explain the basic principles by which the steam locomotive operates. (Elementary and Jr. High)

STEPS OF THE BALLET (EBF)

20 minutes—sound $2.40 4

A fascinating portrayal of a modern ballet narrated by Robert Helpmann, a choreographer and dancer. Reveals basic ballet positions and movements and explains their significance. Illustrates the work of the choreographer, solo dancers, composer, and designer of stage settings in the creation of a ballet. Takes us backstage where we see a ballet in rehearsal and learn its story, and finally shows us a finished performanec of the ballet. (Jr. High through Adult)

STILWELL ROAD (OWI)

50 minutes—sound $1.20 2

Here described is the desperate and costly defense of the thin arterial line which pumped a lifeblood of oil, food and fighting steel into China. Names such as Stilwell, Merrill, Chennault, Wingate and Cochran become alive with interest as we see these men in action. This is the campaign that took three years to win, claimed thousands of lives and cost billions of dollars. (Jr. High through Adult)

STORY OF A STORM (CORONET)

10 minutes—sound $1.80 3

In this dramatic story of a single storm, audiences will learn what conditions cause a rain storm to develop. Names of the different kinds of clouds and a general knowledge of pressure areas, fronts, meteorological instruments and similar related information are woven into the fabric of this day-by-day account. Because a storm affects the lives of people as it moves across the country, this motion picture will foster important social studies concepts as well as give general science information. (Jr. and Sr. High)

STORY OF A TRANSPORT (OWI)

20 minutes—sound $1.20 2

A timely and unique treatment of an important and thrilling war operation. This picture records the colorful career of the 24,000-ton transport, *Wakefield*. It dramatically links the ship's romantic past as the peacetime luxury liner, *Manhattan*, with her grim, war-service present. (Jr. High through Adult)

STORY OF A VIOLIN (CanFB)

21 minutes—sound—color $4.80 8

When a 12-year-old boy breaks his violin, a skilled violin-maker of Canada is seen making a new one. All steps are shown beginning with the selection and curing of the wood, then designing, construction, finishing. An animated sequence, showing the component parts of the violin, is accompanied by Bach's "Gavotte in E" from the "Violin Sonata No. 6." (Elementary through Sr. High)

(Consult page 19 for Club Rental Plans.)

Unit Value

STORY OF CHRISTOPHER COLUMBUS (EBF)

17 minutes—sound $2.40 4

Brings to life the story of America's discovery and of the man whose conviction, courage, and faith brought it about. Clearly dramatizes highlights in the life of Columbus, including his boyhood dreams of travel and adventure, his tireless search for aid in organizing an expedition, his long and hazardous voyage westward, and finally his landing at San Salvador in 1492. (Elementary through Sr. High)

STORY OF COAL (KB)

10 minutes—sound $1.80 3

Shows how the earth was in a molten state millions of years ago and how it then began to solidify causing the forming of mountains. Jungles of giant trees grew. Animated diagrams show the work of the sun on growing things. Then we have lightning, rain and a hurricane. Decay that takes place in swamp land and the surf pounding against the shore. All of these are shown to have helped in forming peat beds and later coal. (Elementary through Adult)

STORY OF COPPER (BM)

29 minutes—sound—color $1.20 2

Copper has played an important part in man's progress since prehistoric times. This is the story of modern mining, concentrating, smelting and refining methods. The film concludes with some of the many uses of copper in our life today. (Jr. High through Adult)

STORY OF DR. JENNER, THE (TFC) **(See regulations—last page)**

10 minutes—sound $1.80 3

An interesting film which tells the story of the discovery of vaccination against smallpox. The story is told in such a manner that it is not soon forgotten. (Elementary through Adult)

STORY OF ELECTRICITY (KB)

11 minutes—sound $1.80 3

Deals with the early discovery of the lodestone and the properties of magnetism. Depicts a few of the many episodic events which lead up to the use of magnetism in the producing of electricity. Shows how the discoveries of Morse, Edison, and others have contributed to our modern world. (Jr. and Sr. High)

STORY OF GASOLINE (BM)

20 minutes—sound—color $1.20 2

The Story of Gasoline combines animation and "live" sequences to tell what gasoline is, how it is made, and how it performs. The film traces the story of gasoline from crude oil to finished product and explains in simple terms the complex structural patterns of petroleum molecules making up the fuel that propels millions of automobiles, airplanes and other internal combustion engines. (Jr. High through Adult)

STORY OF LUBRICATING OIL (BM)

22 minutes—sound—color $1.20 2

Shows, by animation, how lubricating oil is produced and tailored

(Consult page 19 for Club Rental Plans.)

Unit Value

to meet the different needs of modern mechanisms, from watches to automobiles and farm tractors. (Primary through Adult)

STORY OF MENHADEN (USFish&Wildlife)

21 minutes—sound—color $1.20 2

Reviews the uses of fish in industry as an ingredient of animal and poultry feed, paint, linoleum, cosmetics, etc. Then shows how the fish are caught with especially-designed boats and large nets. Also the processing steps. (Jr. High through Adult)

STORY OF MONEY (BIS)

16 minutes—sound $1.80 3

Explains the development of the monetary system from the earliest days of simple barter to the complexities of modern banking, and shows the evolution of coins, checks and banking houses and the part they play in the world of today. (Elementary through Adult)

STORY OF OIL (YA)

17 minutes—sound $1.80 3

This Canadian film shows how a new oil field is located by means of the seismograph, how the oil well is drilled, how the oil is stored as it comes from the well, its transportation to the refinery, and what takes place in the refinery. (Elementary through Sr. High)

STORY OF OUR FLAG (McCRARY)

10 minutes—sound $1.80 3

Shows the development of the United States and its territorial expansion are tied in with the changes in the flag until it reached its present status. (Elementary through Sr. High)

STORY OF STEEL (KB)

11 minutes—sound $1.80 3

Describes the manufacture of steel and shows its important uses in the world today. (Jr. and Sr. High)

STORY OF WHEAT (KB)

10 minutes—sound $1.80 3

Deals with the history, growth, harvesting and preparation of wheat for its most important use as bread. (Jr. and Sr. High)

STORY THAT COULDN'T BE PRINTED (TFC) **(See regulations last page)**

11 minutes—sound $1.80 3

The history of John Peter Zenger, pre-Revolutionary War printer and publisher, who was persecuted, arrested and tried for publishing reports reflecting upon the honesty of His Majesty's Colonial representative. Zenger's acquittal was one of the first victories for freedom of the press and contributed to the inclusion of this doctrine in the Bill of Rights. (Jr. and Sr. High)

STORY WITH TWO ENDINGS (OWI)

10 minutes—sound $1.20 2

The theme of this impelling film is inflation. The scene is the U.S.A. Time is November, 1918 when men were returning from war. We are shown that there are four ways in which we can avoid the situation after the first World War and write a story with a

(Consult page 19 for Club Rental Plans.)

Unit Value

different ending—not one that spells economic depression but one that spells prosperity with good business and agricultural prosperity for the Nation. (Jr. High through Adult)

STRADDLE AND SURFACE MILLING TO CLOSE TOLERANCE (C)

20 minutes—sound $1.20 2

Methods and procedures for rough milling a solid bar of stock all over and finish milling the same piece to a given shape and size. Procedures used when setting up a gang of cutters on an arbor for milling to close tolerances. (Sr. High through Adult)

STRADDLE MILLING (C)

12 minutes—sound $1.20 2

Procedures followed when straddle milling a pair of connecting rods held in a fixture. The function of fixtures in production work. A setting gage is used to check the cutter set-up. The use of coolant on the cutters, the checking of each cut, the advantages of the fixture and the necessity for keeping the table and the work free of chips and burrs. (Sr. High through Adult)

STRENGTH OF THE HILLS (USDA)

10 minutes—sound $1.20 2

Explains the dangers and losses by forest fires and the methods to increase woodland yield. (Elementary through Adult)

STRING CHOIR, THE (EBF)

11 minutes—sound $1.80 3

Opens with the string ensemble playing a selection from "L'Arlesienne" by Bizdt. After the characteristics of the violin are explained a violinist renders a solo. The camera brings into focus the other instruments, and techniques involved in playing them. (Elementary through Adult)

STRING INSTRUMENTS

10 minutes—sound $1.80 3

At a concert for children, conductor Eugene Kash illustrates points on musical form and introduces the string instruments. When the violin, viola, and cello have been presented separately, they join in a fugue, and later Mr. Kash plays a gavotte on his violin. A graceful little troop performs a dance based on the legend of Persephone and set to music from which other children have written the themes. (Primary and Elementary) (Music)

SUBJECT, VERB, AND OBJECT (MITCHELL)

13 minutes—silent—color $3.00 5

A color film which emphasizes "big primary grammatical relations" in the sentence and "thought blocks" recommended in a National council of teachers of English monograph. Color symbols are used to emphasize meaning. Grade placement based on reading and vocabulary difficulty is Grade 4, which allows a margin of comprehension for difficult concepts, since the film is planned for use in Grade 6 or highest for review and remedial purposes. It is the only film of its type in the field of English grammar and hence fills a definite need. (Elementary through Sr. High)

(Consult page 19 for Club Rental Plans.)

Unit Value

SUBTRACTION IS EASY (CORONET)

10 minutes—sound $1.80 3

In this companion film to "Addition," Billy faces the problem of deciding whether he will have enough money to buy a baseball after purchasing paints and a bat. Students see mathematics in action —and from this basic film learn borrowing and other fundamentals of subtraction. Both films also teach the relative values of coins in our monetary system. (Primary)

SUGAR CANE (C)

21 minutes—sound $1.20 2

History of sugar cane in the continental United States (Louisiana) is first rapidly sketched. Death of the prosperous industry as a result of disease and insect attacks until in 1926 the growing of sugar cane in Louisiana was almost at an end. Attack of the problem by development of new breeds is then considered and the methods of developing these is carefully shown. Then comes a general outline of cane growing practices, harvesting methods, and refining of sugar. (Jr. High through Adult)

SULPHUR (BM)

20 minutes—sound—color $1.20 2

Produced in cooperation with the Texas Gulf Sulphur Company, this film tells the story of sulphur from location of deposits to shipment by rail and ships. Animated drawings are used to show some of the processes. (Jr. High through Adult)

SULPHUR AND ITS COMPOUNDS (CORONET)

10 minutes—sound—color $3.60 6

Sketches the highlights of the history of sulphur. Presents the mining of sulphur by the Fresch method. Studies the physical and chemical properties of sulphur and its compounds, particularly sulphur dioxide and sulphuric acid. (Sr. High)

SUMMER ON THE FARM (EBF)

10 minutes—sound—color $3.60 6

This charming color film is one of a series describing the cycle of seasons. Observing the growth of plants and animals during summer becomes a fascinating experience as we follow Joan and Jerry in their ramblings by the pond, through the orchard, and into gardens and fields. The children finally return to the house where Mother has cut the first ripe watermelon of the season. (Primary and Elementary)

SUNFISH (EBF)

10 minutes—sound $1.80 3

Presents the life of the sunfish from the preparation of the nest, the laying and fertilizing of the eggs, the hatching of the eggs, and the development of the fish to maturity. (Elementary through Adult)

SUN'S FAMILY (YA)

10 minutes—sound $1.80 3

Explains what the solar system is: that the sun is really one of the smaller stars, and that the nine planets revolving around it constitute its "family"; that the earth is one of those planets, and that each planet travels in a fixed orbit around the sun. (Elementary)

(Consult page 19 for Club Rental Plans.)

Unit Value

SUPREME COURT (CORONET)

10 minutes—sound $1.80 3

This story about the Supreme Court of the United States begins in a city a thousand miles from Washington. As we follow a case from inception, through the lower courts, to final hearing before the Supreme Court, we learn the relationship of the court to the "plain citizen." We see the Supreme Court as the guardian of Constitutional rights, learn its function, powers and jurisdiction . . . a candid film lesson of the highest court in our Federal Judicial System. (Jr. and Sr. High)

SURVIVAL OF THE FITTEST (TAD)

20 minutes—sound $1.20 2

Shows how the fine background of physical conditioning of our Air Forces enables two American fighter pilots who are forced to parachute from a disabled plane to travel through battle-infested areas and reach safety. (Sr. High through Adult)

SWEDEN—Ports of Industrial Scandinavia (UWF)

20 minutes—sound $3.00 5

The people of one of the earth's most northern communities live well because abundant water power helps them to make good use of their forests, minerals and farmlands. Following an ice-breaker merchant vessel along Sweden's east coast we observe the products at several port cities. We see industries that are based on Sweden's most important natural resources, hydro-electric power, iron and lumber. Life in old and new Stockholm is contrasted. We see examples of the craftsmanship of Sweden's potters and glassmakers and, finally accompany the first mate of the merchant vessel to his home in one of Sweden's cooperative apartments and observe the family in their daily life. (Elementary through Adult)

SWEDEN (MOT)

10 minutes—sound $1.80 3

Here is depicted Sweden's paradoxial and unique balance of monarchy, capitalism—the Middle Way—which puts Sweden well on the way toward complete return to the abundant life and to expansion of its peacetime industries. (Jr. High through Adult)

SWIM AND LIVE (OWI)

20 minutes—sound $1.20 2

Swimming is no longer a recreational pastime to American soldiers sailing the seas bound for battlefronts all over the world, but is a grim matter of life and death. This film superbly photographed by the Army Air Force at Miami Beach shows how the Army is training its men to swim so that they may live. (Jr. High through Adult)

SWITZERLAND—Mountain Farmers (UWF)

20 minutes—sound $3.00 5

This film deals with the community and family life of a typical Swiss farm family in a small Alpine community. The well organized farm cooperatives, and progressive methods of agriculture reveal the peace loving congenial atmosphere which exists among the people of Switzerland. The children in the film play an important part in this story, as they dramatize the customs

(Consult page 19 for Club Rental Plans.)

Unit Value

and traditions of the nation in a very interesting manner. (Elemenary through Adult)

SYMPHONY ORCHESTRA (EBF)

10 minutes—sound $1.80 3

Two Wagnerian compositions are featured in this film in the "Ride of the Valkyries," and the Prelude to Act 3 of "Lohengrin." The work of the conductor, Howard Barlow, is caught by unique camera angles as he interprets these brilliant scores and through his orchestra of Philharmonic players, brings this interpretation into sound. (Elementary through Adult)

SYNTHETIC FIBERS—NYLON AND RAYON (EBF)

15 minutes—sound $2.40 4

Reveals how modern science and technology have made possible the development of new artificial fibers for making textiles—specifically rayon and nylon. Portrays simply but graphically some of the processes used in making these fibers, some of the ways in which they are useful to man, and some of the characteristics of the textiles made from them. (Elementary through Jr. High)

SYNTHETIC RUBBER (BM)

21 minutes—sound $1.20 2

In which is traced the history of the development of the first rubber-like material in 1892 to present-day production methods in synthetic rubber plants. Processes involved in the transition of chemicals to rubber are described step-by-step. (Jr. High through Adult)

TACKLING IN FOOTBALL (EBF)

10 minutes—sound $1.20 2

Andrew Kerr, Football Coach, Colgate University, teaches the fundamentals of good tackling: physical condition, speed, body placement, drive, sure grip, timing and body control. Describes the two basic kinds, shoulder and cross body tackles. Special instructions are given for practicing with attention to safety measures and ways of reducing the shock of tackling. (Jr. High through Adult)

TALE IN A TEA CUP (TEA BUR)

22 minutes—sound $1.20 2

Filmed in England and India. Traces the important role of tea in world history and then shows how it is grown, packed, manufactured and prepared for export. (Jr. High through Adult)

TALE OF TWO CITIES (TFC) **(See regulations—last page)**

40 minutes—sound $4.80 8

A condensed school version based on the Charles Dickens novel. This version not only stimulates students in English literature to a further study of this classic novel but social studies groups will find interesting material in observing the causes of mass rebellion against the aristocracy of France during the revolutionary period. (Jr. High through College)

TANKS (OWI)

10 minutes—sound $1.20 2

Graphically describes the manufacture of the M-3 medium tank,

(Consult page 19 for Club Rental Plans.)

Unit Value

photographed at the Chrysler Detroit Tank Arsenal, Fort Knox, Kentucky, and an eastern seaport. (Jr. High through Adult)

TARGET FOR TODAY (OWI)

93 minutes—sound $1.80 3

TARGET FOR TODAY is the most comprehensive story ever told of an air bombing mission, and is perhaps the most complete combat factual film produced by the United States. It was produced, directed, and edited by Lt. Col. William J. Keighley, Chief of the Motion Picture Services Division, Office of Assistant Air Staff Intelligence. It tells the story of a bombing raid from the planning stage, through briefing, take-off, flight, "bombs away," and return home, report of the fliers to intelligence officers and what is done with the information brought back. The cast is the famous 8th Air Force. (Sr. High through Adult)

TARHEEL FAMILY (NCRUC)

22 minutes—sound—color $1.20 2

A study of the human, natural and social resources of North Carolina. Specifically covered are: agriculture, conservation and industrial development, wildlife, labor welfare, health and education. (Elementary through Adult)

TARHEEL STATE (NCCD)

29½ minutes—sound—color $1.00

A comprehensive study of North Carolina, which deals with the resources, industry, agriculture and history of the South's leading state. (Elementary through Adult)

TARHEEL WILDLIFE (NCWC)

23 minutes—sound—color $4.20

This film takes us all over the state from mountain streams that are a fisherman's delight, to eastern lakes and inland waters where hunters gather each year to get their legal limit of migratory water fowl. The film stresses the importance of our wild life protective agencies and carefully supervised game preserves. Much emphasis is placed on the necessity for sportsmanship and fair play by all citizens, young and old, in order to preserve our wildlife resources for the welfare and enjoyment of everyone. (Elementary through Adult)

TEACHER CRISIS (MOT)

17 minutes—sound $1.80 3

The educational scene today is portrayed objectively, for visits to America's classrooms and school board meetings reveal discontented and ill qualified teachers on the one hand and disinterested community attitude on the other. Overwork and low pay are but two of the problems which have driven teachers to abandon the dignity of their profession, to organize into unions and to go out on strike against conditions they consider no longer tolerable. Points out some of the handicaps under which teachers are working, the danger to the community of present conditions, and the necessity of making teaching a well-paid profession. (College and Adult)

TEETH (EBF)

11 minutes—sound $1.80 3

Animated drawings and direct photography present four vital

(Consult page 19 for Club Rental Plans.)

Unit Value

problems in connection with teeth: how teeth develop and grow; which foods help to build strong teeth; how to brush the teeth; and how the dentist cares for our teeth. (Jr. High through Adult)

TEHUANTEPEC (OIAA)

10 minutes—sound—color $1.20 2

A visit to one of Mexico's most attractive villages—Tehuantepec. The film is a beautiful, colorful picturization of Mexican village life with its thatched roofs, picturesque countryside, and its faithfully preserved traditions. (Jr. High through Adult)

TELEPHONE HOUR (AT&T)

23 minutes—sound $1.20 2

A network broadcast showing the activities of technicians. Features the Bell Telephone orchestra conducted by Donald Voorhees with Josef Hofmann, pianist, as guest soloist. (Jr. High through Adult)

TERRACING IN THE NORTHEAST (USDA)

11 minutes—sound $1.20 2

A soil conservation service film. Beautiful scenes of the countryside unfold as we learn how terracing is done—frequently to take care of serious soil erosion situations. Terracing is used successfully for growing potatoes, tobacco, truck farming and for fruit culture. It is necessary to inspect the terraces regularly, and to keep the channels of the outlets clear. Much of America's oldest farming land is in this section. (Sr. High and Adult)

TERRITORIAL EXPANSION OF THE U. S. (INT. GEO.)

22 minutes—sound $2.40 4

1783-1853. This film shows graphically the growth of this country from colonial times to its present continental size, exclusive of territorial possessions. This growth is depicted in chronological order in a manner deigned to accord with that in which American history is taught in the classroom. Animated maps are used extensively to illustrate points, and the various boundary disputes are clearly explained. These maps are supplemented with authentic representations of history's great events. A review map at the end of the film re-emphasizes dates of various territorial acquisitions. (Elementary through College)

TERRITORIAL POSSESSIONS OF THE U. S. (INT. GEO.)

22 minutes—sound $2.40 4

Continues the story of American expansion begun in "Territorial expansion of U. S. from 1783 to 1853." The picture explains how Alaska, the Canal Zone, Hawaiian Islands, the Philippines, and the other far-flung insular possessions of the U. S. were acquired. Historic events pertinent to the acquisitions are portrayed. In addition views are presented making the student familiar with the distant possessions of the United States. Animated maps are used and the acquisition of the territories is presented in chronological order. The value of the territories, both commercial and strategic, is set forth. (Elementary through College)

TESTING INTELLIGENCE WITH THE STANFORD-BINET (IndU)

18 minutes—sound $2.40 4

Produced primarily to give an overview of the types of items and

(Consult page 19 for Club Rental Plans.)

Unit Value

the method of administration employed. Not designed to teach students how to administer the test. (College)

TEXAS (MOT)

11 minutes—sound $1.80 3

Here is the Lone Star State, shown in impressive scenes that reveal its almost legendary wealth. Rich in sulphur, oil, mercury, its mines can produce nearly every mineral necessary to modern life. Whole nations could subsist for months on the surplus of its wheat output. (Jr. High through Adult)

TEXAS AND ITS NATURAL RESOURCES (BM)

25 minutes—sound—color $1.20 2

The first part of this film is devoted entirely to the mineral industries of Texas, especially petroleum, while the last part deals with water resources, agriculture, communications, and cities. (Elementary through Adult)

THE NOSE (STRUCTURE AND FUNCTIONS) (EBF)

11 minutes—sound $1.80 3

Splashing through puddles on a cold day without proper footgear violates a basic health rule. Making effective use of animation and microphotography, this film illustrates the ingenious protective system of the breathing organs and shows the reasons for breakdowns in the nasal passages. (Hygiene)

THEN IT HAPPENED (USDA)

11 minutes—sound—color $1.20 2

An account of the 1947 Maine forest fires which caused huge losses in property and natural resources. Shows small fires, which were started by human carelessness, spread in the dry October leaves and brush. (Elementary through Adult)

THEORY OF FLIGHT (EBF)

11 minutes—sound $1.80 3

Illustrates the application of physical laws to forces acting on airfoils. Wind tunnel tests and drag on plain and cambered airfoils. Control of airplane movements about vertical, lateral and longitudinal axis by means of the rudder, elevator, and ailerons. is demonstrated in pitching, rolling, and yawing. (Jr. High through College)

THERE'S MORE THAN TIMBER IN TREES (USDA)

33 minutes—sound—color $1.20 2

An old lumberjack carries you back to the "hell roaring nineties," and takes you through the cutting of the virgin forests in New England, the Lake States, the South, and finally winds up in the Pacific Northwest. The effects of forest-cutting practices on labor, the need for a nation-wide forest program to stop destruction of the resources, to keep forests producing, and to furnish more permanent jobs, better and more permanent communities are shown. (Jr. High through College)

THERMODYNAMICS (EBF)

11 minutes—sound $1.80 3

Sequences deal with selected heat phenomena in advanced form. Molecular action in heat transfer, phenomena of combustion, mechanics of the steam engine, steam turbine, automobile and

(Consult page 19 for Club Rental Plans.)

Unit Value

Diesel engines are explained in detail. The first and second laws of thermodynamics are explained. (Jr. High through College)

THEY DO COME BACK (TB)

17 minutes—sound $1.20 2

The story of Roy and Julie, two young people who work for a living and plan to marry. Tuberculosis interrupts their plans. Roy has advanced tuberculosis—Julie is an early case. Both are admitted to the sanatorium. We see some characteristic tuberculosis association activities and the close working relationship of voluntary and official health forces. The time comes when Roy and Julie are able to realize their plans for a home of their own because they acted promptly. (Sr. High through Adult)

THEY NEED TO KNOW (UW)

13 minutes—sound $1.20 2

A dramatic skit illustrates the importance of being familiar with the rights and benefits due survivors when the wage earner is covered by Social Security. (Sr. High through Adult)

THINGS EXPAND WHEN HEATED (YA)

10 minutes—sound $1.80 3

Demonstrates by animation and simple photography the movements of molecules before and after heat is applied, showing that their accelerated movement requires more space and therefore causes expansion. Uses many concrete examples of expansion and contraction from everyday life. (Elementary and Jr. High)

THIRTY-SIX WEEKS BEHAVIOR DAY (EBF)

10 minutes—sound $1.80 3

The infant boy whose behavior day at 12 weeks was charted is now 36 weeks old. He has made striking progress. His reactions are compared with those which he experienced twenty-four weeks earlier. An animated clock announces the changing events of the day's schedule. (Sr. High through Adult)

THIS IS ALUMINUM (BM)

28 minutes—sound $1.20 2

The mining and preparation of aluminum ore and the fabrication of the metal and its alloys are related, in an interesting manner. Opening with the mining of bauxite, the film depicts the various processes which result in pure aluminum. Then the various fabricating processes are shown. (Jr. High through Adult)

THIS IS ECUADOR (OIAA)

20 minutes—sound $1.20 2

Scenes of the Galapagos Islands, of Ecuador's resources, of Quito, and of the life of the Indians in the primitive rural sections. (Jr. High through Adult)

THIS IS THE MOON (YA)

10 minutes—sound $1.80 3

This film explains the relation of the moon to the sun and the earth, how the moon gets its light, the phases of the moon, and its physical characteristics. (Elementary and Jr. High)

(Consult page 19 for Club Rental Plans.)

Unit Value

THIS IS THE UNITED NATIONS, I (UNFILM)

15 minutes—sound $1.80 3

Presents the story behind these headlines: "General Assembly Acts to make Jerusalem an International Area;" "Under International Civil Aviation Organization, Twenty-five Weatherships Promote Safety at Sea;" "The Nations Fight Tuberculosis—25 Million Children Tested;" "East and West Unite in Voting Aid to Underdeveloped Countries." (Elementary through Adult)

THIS IS THE UNITED NATIONS, II (UNFILM)

12 minutes—sound $1.80 3

Presents the story behind these headlines: "President Romulo Urges Accord on Atomic Energy;" "Unique Method of Interpretation Assist at U. S. Meeting;" "U. N. Children's Emergency Fund Helps Feed 6 Million Children, Clothe 2 Million." (Elementary through Adult)

THIS VITAL EARTH (EBF)

10 minutes—sound—color $3.60 6

The relation of life to its environment is shown through the balance of plants and animals. Explains that plant and animal relationships are essential to survival. (Elementary through Adult)

THOMAS JEFFERSON AND MONTICELLO (VA-DC)

40 minutes—sound—color $3.60 6

This picture gives some of the highlights of Jefferson's notable career. It was made under the auspices of the Thomas Jefferson Bicentennial commission appointed by Congress to commemorate the two-hundredth anniversary of Jefferson's birth. (Elementary through Adult)

THOUSAND DOLLARS FOR RECREATION (AI)

12 minutes—sound—color $1.20 2

Colorful scenes of interesting phases of outstanding community recreation accomplishments in two American towns. It offers sound advice on how service clubs and other community organizations can invest wisely in a complete recreation program for their community. (College and Adult)

THREE COUNTIES AGAINST SYPHILIS (PUB. HEALTH)

17 minutes—sound $1.20 2

How control of syphilis is effected in three counties in Georgia; portable clinic; methods used; enlarged views of spirochetes. (College and Adult)

THREE FOX FABLES (EBF)

10 minutes—sound $1.80 3

With superb real life photography this delightful film recaptures all the fasciation and charm of three of Aesop's best loved and "The Fox and the Grapes," "The Fox and the Crow," and "The Fox and the Stork," Ingenious direction of real animals in attractive woodland setting brings to life the famous stories told and read and loved for centuries. (Primary)

THREE LITTLE KITTENS (EBF)

10 minutes—sound $1.80 3

Discovered in the barn with their mother by a farmer's wife these kittens provide an opportunity for learning about the char-

(Consult page 19 for Club Rental Plans.)

Unit Value

acteristics of cats in general. When about two weeks old they are carried by their mother to a new home in an old buggy, where they learn to eat, clean themselves, and to play. Later they have a skirmish with a dog and learn to catch mice. (Primary and Elementary)

THREE TO BE SERVED (NAM)

27 minutes—sound $1.20 **2**

Through the experience of a group of high school youngsters in starting their own business, this film shows the fundamentals which underlie all business. Shows how management must serve customers, workers, and investors, and must reconcile the demands of all three, in order to make any business venture successful. (Jr. High through Adult)

THUNDER & LIGHTNING (YA)

10 minutes—sound $1.80 3

Explains the phenomena of thunder and lightning in simple terms, using this as a springboard for understanding static electricity. Shows that by rubbing certain objects together we cause them to become charged with electricity; that like charges repel and unlike charges attract; that in a similar manner clouds become charged, and that lightning results when they discharge. Also discusses protective measures against electrical storms. (Elementary and Jr. High)

A TIME FOR GREATNESS (ASSN F)

27 minutes—sound $1.20 2

Expresses moral concern over the use of military force as the chief instrument of foreign policy. Surveys what the Quakers have learned about securing peace and understanding between peoples of other nations as a result of the many years of experience derived from the work of the American Friends Service Committee. (Sr. High through Adult)

TIME IS LIFE (AM. CANCER)

19 minutes—sound $1.20 2

Presents a story of cancer and the work of the Field Army. This film has a three-fold purpose: first, emphasizing the importance of seeking early medical advice when a cancer danger signal appears; second, the purpose and activities of the Field Army; and third, a discussion of the cancer treatment and the hope of cure. (College and Adult)

TINY WATER ANIMALS (EBF)

10 minutes—sound $1.80 3

Life processes and activities of amoebae and paramecia are shown with the activities of the amoebae given major emphasis. Reproduction of amoebae is presented. Reveals other interesting creatures, such as the wheel animalcule, and swan animalcule. (Sr. High through College)

TIPS FOR TEACHERS (JH)

20 minutes—sound $2.40 4

Presents the three "P's" of good teaching. Explains the place and value of the Teacher's **Personality,** dramatizes the importance of **Preparation,** and gives a living example of how the **Presentation** of the material is done best. The photography is in the

(Consult page 19 for Club Rental Plans.)

Unit Value

classroom. Analogies are introduced to show how the teacher must use showmanship, salesmanship, and the ability of an actor to help in shortening the learning process. (College and Adult)

TOBACCO AND THE HUMAN BODY (EBF)

14 minutes—sound $2.40 4

An authentic report on the scientific results of modern research, evaluating the effects of the use of tobacco. This film analyzes the contents of tobacco smoke and demonstrates some of the physiological effects of smoking. It also sums up the factors to be considered in deciding whether or not to smoke. (Biology and Hygiene)

TOMMY THE LION (YA)

12 minutes—sound $1.80 3

The story of a typical day in the life of a pet lion cub with his owners, Mr. and Mrs. Owens, of Garden City, Kansas, during which Tommy plays with the children, visits school, and makes a trip to his veterinarian. The story structure points up the parallel between Tommy's daily life and habits and those of the children. (Primary)

TOMMY'S DAY (YA)

15 minutes—sound $1.80 3

In this film we follow Tommy through a healthy, happy day in his life at home and at school, observing how he follows the simple health habits which are necessary for him to grow healthy and strong. Major emphasis is placed upon the discovering of a loose tooth and its importance to the child. Good health habits and proper diet are stressed to insure proper growth. (Primary and Elementary)

TOWN IN OLD MEXICO (OIAA)

10 minutes—sound—color $1.20 2

Puebla, Orizaba, and Fortin de las Flores are the three villages seen in this film. Seventeenth Century buildings of extraordinary architectural merit, and interiors of homes still in use are shown as classic examples of the architecture of the Spanish conquistadores. In Fortin de las Flores, flowers grow in such profusion they perfume the countryside for miles around. (Jr. High through Adult)

TOYS FROM ODDS AND ENDS (BRANDON)

10 minutes—sound $1.80 3

Produced in cooperation with the Universal School of Handicrafts. There is a brief display of several articles made from odds and ends of cloth, wool, rubber, yarn, etc., and then a detailed demonstration of the making of a small woolly dog is given. (Elementary through Adult)

TRAITOR WITHIN (AM. CANCER)

11 minutes—sound—color $1.20 2

The telling of the story of cancer, the cell growth, the lawless multiplication of gangster cells, the spreading of cancer by the lymph nodes, and the possibilities of curing and controlling the disease through the use of surgery, X-Ray and radium. (Jr. High through Adult)

(Consult page 19 for Club Rental Plans.)

Unit Value

TRAVEL—THE TOURIST'S EUROPE (MOT)

25 minutes—sound $1.20 2

Preparations for trip to Europe. Depicts scenes in Paris, Switzerland, Rome, Venice, and England.

TREASURE ISLAND (TFC) (See regulations—last page)

40 minutes—sound $4.80 8

Produced by Metro-Goldwyn-Mayer in 1934 and based on the well known story of Robert Louis Stevenson. Re-edited from the feature film. Starring Lionel Barrymore, Wallace Beery, and Jackie Cooper. (Elementary through College)

TREASURES FOR THE MAKING (PATHESCOPE)

20 minutes—sound—color $1.20 2

Step-by-step demonstration of jam and jelly making by the short-boil (pectin) method and long-boil method. Includes sequences on the use of frozen and dry fruits, bottled and canned juices and fresh and canned fruits. (Jr. High through Adult)

TREE OF LIFE (USDA)

25 minutes—sound $1.20 2

Portrayal of how the forestry resources of the U.S. have been depleted to the extent that regulated cutting is now necessary on both public and private timberland. Animated graphs comparing early popluation and forest lands to those of the present. Illustrations of how unregulated and complete stripping of forest land leaves ghost towns and floods in its wake. Methods of conservation: National Forests produce permanent supply by means of selected cutting; fire protection by lookout towers. Indications of the need for selected cutting on private lands. (Elementary through College)

TREES FOR TOMORROW (AFPI)

19 minutes—sound $1.20 2

Unusual outdoor photography, filmed in various forest regions, shows industry's up-to-date technique of forest conservation. Trees are a crop—one of nature's most beautiful. They need proper care and protection to give us endless harvests for vital forest products. Forest management is our insurance for the future. In this film are seen the modern methods of forest fire spotting and fighting as well as the constant replacement of the tree crop. Ingenious uses for wood in modern products are revealed in the motion picture, including lumber, paper, plywood, vital chemicals, cellophane, plastics and even clothing. (Elementary through Adult)

TREES TO TAME THE WIND (USDA)

13 minutes—sound $1.20 2

The planting of windbreaks and shelterbelts in the prairie states, where farmers are cooperating with the U.S. Forest Service in one of the most unusual tree-planting programs ever undertaken in an effort to reclaim land ruined by wind and drought. (Jr. High through Adult)

TREES TO TRIBUNES (ChiTrib)

45 minutes—sound—color $1.20 2

Illustrates the various steps required to produce a metropolitan newspaper. The scenes begin in the timberlands of Canada and

(Consult page 19 for Club Rental Plans.)

Unit Value

end with delivery of the newspaper to the reader. (Elementary through College)

TROOP TRAIN (OWI)

11 minutes—sound $1.20 2

Gives an impressive picture of the skill with which the Army and the American railroads are doing their job. It takes 75 trains, and a lot of cooperation to move one single armored division. (Jr. High through Adult)

TRUCK FARMER (EBF)

11 minutes—sound $1.80 3

Treats the geography of the Rio Grande delta and provides authentic recordings of the problems and activities of a truck farmer and his family. The labor question with respect to the employment of Mexican families for field work is portrayed. Planting, irigating, spraying, harvesting, packing, and shipping truck crops are shown in detail. (Elementary through Sr. High)

TUBERCULOSIS (EBF)

11 minutes—sound $1.80 3

Demonstrates the nature, transmission, diagnosis and treatment of pulmonary tuberculosis. It dramatizes the case of Mary Smith, a young girl who gets the disease from her aunt and goes to a sanatorium where she gets proper care and is cured. An excellent film for use in hygiene, human biology, and public health courses, as well as for general adult usage in public health education. (Jr. High through College)

TUNISIE, PERLE DU DJIRID (Tunisit, Pearl of the Djirid) (FA)

12 minutes—sound $1.20 2

The people of Tunisia are shown in their everyday way of living, working and worshipping. Native language and music included. Accompanying the film is a copy of the narration in English and French. (Sr. High and College)

TURKEY—KEY TO THE MIDDLE EAST (BIS)

20 minutes—sound $2.40 4

Considers the position of Turkey in relation both to its own past and to the state of present world affairs and includes a short history of this important strategic country over the last thirty years.

TURNING WORK OF TWO DIAMETERS (C)

15 minutes—sound $1.20 2

Discusses operations followed when turning a gear blank with its shaft from a solid piece of round stock. Procedures and precautions used when turning to close tolerances. The establishment of a reference point and its constant use are emphasized. (Sr. High through Adult)

TWO LITTLE RACCOONS (YA)

10 minutes—sound $1.80 3

An animal story for young children. The amusing adventures of Randy and Wilbur Raccoon, two young raccoon twins, and of all the things they see and do on a day away from home. (Primary)

(Consult page 19 for Club Rental Plans.)

Unit Value

TWO VIEWS ON SOCIALISM (CORONET)

16 minutes—sound $2.40 4

This is an important film for every American to see. It is specially designed to stimulate an intelligent discussion on the difference between socialism and capitalism. It will help students gain a necessary and clear understanding of socialism. The basic charges levelled by socialists against the capitalistic society are made and effectively answered in this film. (Jr. and Sr. High)

TWO WAY STREET (OWI)

8 minutes—sound $1.20 2

Gives an account of how lend-lease worked from its start up to the present. (Jr. High through Adult)

TYPING—ADVANCED (USOE)

30 minutes—sound $1.80 3

Stresses the importance of having equipment arranged for speed. Shows how to use the tab stops, tabulator key, make erasures, insert missing letters, draw lines, centering, etc. (Sr. High and College)

TYPING—BASIC (USOE)

30 minutes—sound $1.80 3

Demonstrates the proper posture, stroking of keys and the principal parts of the machine. (Sr. High and College)

UGLY DUCKLING (EBF)

11 minutes—sound—color $3.60 6

A charming adaptation of the classic fairy tale by Hans Christian Andersen. Highlights the adventures of a little swan who is raised with a brood of ducklings and rejected by all because he does not conform to the appearance of a duck. Finally, after many discouraging experiences the ugly duckling discovers his true status as a swan of beauty and dignity. (Primary)

UN GRAND VERRIER (A Great Glassblower) (FA)

12 minutes—sound $1.20 2

An outstanding artist-artisan is shown at work in the quarters of a glass factory, where he is permitted to carry on his original creations after hours. A large portion of the film has no verbal narration, but an original musical score to accompany the artist as he plans and executes his work of art. (Sr. High and College)

UNDERSTAND YOUR EMOTIONS (CORONET)

14 minutes—sound $2.40 4

A general understanding of emotions, what they are, where they come from and how they are changed is developed by this motion picture. It reveals that emotions have many effects on the body, both on voluntary behavior and on involuntary behavior. By showing different emotional responses to the same stimulus which is largely the result of conditioning, the film explains the process of conditioning at work—first in animals, then in human beings. (Jr. High and Sr. High)

UNDERSTANDING BASKETBALL (YA)

10 minutes—sound $1.80 3

An unusual film whose purpose is to explain the game of basketball to the *spectator*. A basketball coach explains the basic rules and

(Consult page 19 for Club Rental Plans.)

Unit Value

play of the game, including such things as scoring, fouls, etc. He also points out the common rules of courtesy to be followed by spectators. (Elementary and Jr. High)

UNDERSTANDING VITAMINS (EBF)

14 minutes—sound—color $4.20 7

Graphically explains what vitamins are, how they work and why they are necessary for good health. Points out natural sources of important vitamins and reveals the effects on body tissus of a diet lacking in certain vitamins. Recreates major events in the discovery of vitamins and calls attention to present-day research. (Jr. and Sr. High)

UNDERSTANDING YOUR IDEALS (CORONET)

14 minutes—sound $2.40 4

What are ideals? Why are they so important to well-being and happiness, and what do they have to do with character? These and other questions about ideals are answered in this film. A high school boy who has false conceptions of ideals finds the right objectives and goals for which to aim. Specifically, this motion picture tells and shows what ideals are, and how they influence and are influenced by character. (Jr. and Sr. High)

UNE FAMILLE BRETONNE (EBF)

11 minutes—sound $1.80 3

This French language film tells the story of family life on a farm in Brittany in Western France, including the work of each member of the family, and scenes of activities in the village school and neighboring town. Told in simple French. (Sr. High through Adul)

UNFINISHED RAINBOWS (FFFd)

36 minutes—sound—color (Available only to farm groups) ..... Return Postage

The aluminum industry is traced from Napoleon III's time to the present. Early experiment by Hall to find a cheaper way of processing aluminum and his efforts to find a market are shown. Hall's followers in the field have constantly opened up new fields of use for the metal as in office furniture, electrical wire, train metal sheeting. A story of an industry, but the value of the film has not been impaired. (Jr. High through Adult)

UNITED NATIONS IN WORLD DISPUTES (C)

21 minutes—sound $1.20 2

Reviews four major disputes that since 1945 have threatened world peace—Indonesia, Palestine, India and Korea—and demonstrates how the UN was successful in resolving each one. (Sr. High through Adult)

UNITED STATES (BIS)

44 minutes—sound $3.00 5

A documentary-type presentation of the historical development, economic forces, and sociological characteristics of the United States—yesterday and today. Perhaps the best presentation of the early history of America up through the Revolution yet produced, with the causes of the Revolution astonishingly candid. (Jr. High through Adult)

(Consult page 19 for Club Rental Plans.)

Unit Value

U. S. COMMUNITY AND ITS CITIZENS (UWF)

20 minutes—sound $3.00 5

The fact that all of man's needs cannot be satisfied directly from the earth and that to supply many of these needs, people live together in communities are lucidly portrayed in the film. In a community which has thousands of counterparts throughout this country and many parts of the world, we see the actual functioning of community life and services as we spend a day with a group of school children who are making a survey of their town as a school project. (Elementary through Adult)

URUGUAY (OIAA)

16 minutes—sound $1.20 2

A study of Uruguay which, in many ways, resembles the United States in its liberal, independent, and advanced social and political life. The relative ease, wealth, and contentment of its people are indicated as well as the agricultural and economic basis of the country's good fortune. (Elementary through Adult)

USING THE BANK (EBF)

10 minutes—sound $1.80 3

By means of animated drawings, live action photography and direct sound, this film dramatizes the ways in which banks perform savings account, checking account and loan services for the citizen. Close-up photography gives students an intimate acquaintance with many banking operations making relevant arithmetic problems more meaningful. (Elementary through Sr. High)

USING THE CLASSROOM FILM (EBF)

22 minutes—sound $2.40 4

Demonstrates an approved procedure for teaching with motion pictures. The film used for demonstration is Wheat Farmer. (College and Adult)

VACCUM TUBE IN RADIO (EBF)

10 minutes—sound $1.80 3

Animated drawings clearly show the way in which vacuum tubes work. The three functions of the vacuum tube in radio are carefully explained; how it serves in amplifying current to operate the loudspeaker, how it is used as a rectifier in detection, and how it is used as an oscillator tube in the transmission station to produce the carrier wave. (Sr. High and College)

VELOCITY OF CHEMICAL REACTIONS (EBF)

10 minutes—sound $1.80 3

Describes, with photography and animation, the effect of the nature, concentration, and the temperature of reacting substances on the rate of chemical reactions. Practical examples with wood, aluminum, iron, and other substances are given to illustrate these phenomena. The dynamics of reversible reactions and of chemical equilibrium are shown by schematic drawings that give clear conceptions of rather abstruse processes. (Sr. High and College)

VENEZUELA (OIAA)

10 minutes—sound $1.20 2

Describes the capital city of Caracas and the port of La Guaira, sugar plantations, and colonial forts and trails. (Elementary through Adult)

(Consult page 19 for Club Rental Plans.)

Unit Value

VENEZUELA MOVES AHEAD (OIAA)

40 minutes—sound—color $1.20 2

An analysis of Venezuela from an economic, historical and geographic viewpoint. Excellent use is made of animated maps, and much attention is given to Venezuela's principal industry—oil, Interesting scenes show the unusual modern development of Caracas, Venezuela's capital city. (Jr. High through Adult)

VERACRUZ (OIAA)

18 minutes—sound—color $1.20 2

We are conducted on a trip through Mexico's province of Veracruz. Varicolored flowers, odd native clothes and customs and the colorful panorama of the quiet countryside make for a delightful film. (Jr. High through Adult)

VILLAGE SCHOOL (BIS)

12 minutes—sound $1.20 2

This film beaming with human interest, humor, and pathos shows how the children of England are bearing up under the terrific strain. Should be shown to groups for its character-training value. Our students of education, both in-training and in-service can see themselves as the camera sees them and can better understand the philosophies of education of this country by studying the philosophies of others. (Jr. High through Adult)

VISIT TO IRELAND (CORONET)

10 minutes—sound $1.80 3

Providing a substantial background of general information on Ireland and its people is the primary objective of this film. Audiences will see how the people in Ireland live, travel and trade in the picturesque setting of Ireland's mountains, lakes, valleys and hill lands. An excellent introduction to Ireland's literature is provided by picturing the land and activities that inspired so much of the country's poetry and writings. (Elementary)

VISIT WITH COWBOYS (EBF)

10 minutes—sound $1.80 3

A city boy visits a real western ranch for the first time in his life and sees cowboys rounding up, roping and ridng horses; watches cowmen roping and branding calves; meets a fence rider at work; helps to shoe and feed horses; and ends his visit in the excitement of a big-time rodeo. (Primary and Elementary)

VITAMIN RIVERS

22 minutes—sound—color $1.20 2

Shows how great advances in canning processes have made possible the development of vast areas of the United States and in turn, how this development has promoted the health of the people of the nation. (Jr. High through Adult)

VOCAL MUSIC (EBF)

10 minutes—sound $1.80 3

Describes the basic techniques of singing such as good posture, controlled breathing, relaxation, use of resonators, and clarity of diction. Emphasizes the joys to be found in singing, as well as the work necessary to produce a trained voice. Reviews the structure of the vocal instrument and illustrates common faults

(Consult page 19 for Club Rental Plans.)

Unit Value

found in beginning students of vocal music. Several examples of good vocal music are included. (Jr. and Sr .Hgih)

VOLCANOES IN ACTION (EBF)

10 minutes—sound $1.80 3

Presents the history, causes, distribution, and effects of volcanic action. Animated drawings describe the formation of batholiths; dikes; sills; laccoliths; mineral deposits; cinder, and lava cones; lava sheets; and volcanic eruptions, with special reference to Krakatau. Actual photography illustrates the same phenomena. The destructive forces of volcanoes in eruption are shown. Sound effects enhance the dynamic appeal of the film. (Jr. High through College)

VOLLEYBALL FOR BOYS (CORONET)

10 minutes—sound $1.80 3

This film is a challenge to both the beginner and the expert. It demonstrates how to serve, volley, and spike the ball covering the methods of offensive and defensive play by regular and slow motion photography. It includes ways of modifying the game to make it suitable for the age and size of the playing group.. This gives the film an unusually broad application. (Jr. and Sr. High)

VOYAGE TO RECOVERY (OWI)

10 minutes—sound $1.20 2

The Navy tells the deeply moving story of the complex treatment involved in caring for its wounded. The camera follows the wounded men to the operating room and then through the many therapeutic facilities of the hospital. Costly electrical therapy machines, hydrotherapy apparatus, massage, bicycle exercise and sequences of occupational therapy, and the part all these play in recovery is portrayed graphically. The film ends with the discharge sequence—the man going home, as nearly whole as medical skill and care can make him. (Sr. High through Adult)

WAR CAME TO AMERICA (AFS)

Part I 20 minutes—sound $1.20 2

Shows, through scenes taken from theatrical motion pictures the outstanding historical events in the establishment of the U.S. (Jr. High through Adult)

Part II 30 minutes—sound $1.40 2

Tells the story from September 1939 until December 1941. (Jr. High through Adult)

WAR IN EUROPE (C)

11 minutes—sound $1.20 2

This film has historical value in that it shows the invasion of Poland, declaration of war by Britain and France, and other war scenes. (Jr. High through Adult)

WAR ON WHEELS (OWI)

22 minutes—sound $1.20 2

Directed principally at the men and women of the automotive industries to show them the combat performances of the vehicles they have built. What it took to get a mechanized convoy through in the North African campaign serves as an illustration. (Jr. High through Adult)

(Consult page 19 for Club Rental Plans.)

Unit Value

WASHINGTON AND ITS NATURAL RESOURCES (BM)

26 minutes—sound—color $1.20 2

Portrays the varied resources of land, water, minerals and forests, the diversified agriculture and industry based upon them, and the wide range of scenery, from mountain grandeur to pastoral simplicity, that characterize the state of Washington. (Jr. High through Adult)

WASHINGTON, BOOKER T. (EBF)

20 minutes—sound $2.40 4

Portrays the dramatic story of Booker T. Washington from childhood to the time when he became "probably the greatest Negro in history." Vividly reproduces episodes illustrating his constant struggle to free his people from ignorance, poverty, and fear. Recalls his hardships in obtaining an education, his problem in building Tuskegee Institute, and his tragedies in his private life. Calls attention to his influential Atlanta speech. (Jr. High through Adult)

WASHINGTON, GEORGE (EBF)

20 minutes—sound $2.40 4

Brings to life the qualities and skills which made Washington, more than anyone else, the builder of the American nation. Portrays the significant events of his boyhood and his role in the French and Indian Wars. Illustrates his trials and triumphs as military leader and as organizer of the movement to frame the Constitution. Reveals his difficulties and successes as President of the United States. (Jr. High through Adult)

WASHINGTON, THE NATIONAL CAPITAL (C)

10 minutes—sound $1.80 3

Shows Pennsylvania Avenue from the Capitol to the White House. State, Navy, and War Departments, the Treasury, Bureau of Printing and Engraving, prominent monuments and other spots of interest. (Elementary through Sr. High)

WATCH THAT QUOTATION (CORONET)

10 minutes—sound $1.80 3

Importance of quoting accurately, the general importance of authority behind statements, how to quote in speech and in writing and how to read and to listen to quotations are taught by this film. After viewing the picture, your class members will *watch that quotation* wherever it is found. (Elementary)

WATCHTOWER OVER TOMORROW (OWI)

15 minutes—sound $1.20 2

This film brings to life the Dumbarton Oaks plan for an international security organization and shows how a third world war can be forestalled. The Dumbarton Oaks plan is explained in simple, everyday terms by an offscreen narrator. He traces the growth of the United Nations plan step by step from the Atlantic Charter and Moscow Conference to Bretton Woods and Dumbarton Oaks. Secretary of State Stettinius tells us that "It has fallen our lot—yours and mine—to live at one of the great crossroads of history—What we do this year of 1945 will decide whether all the sacrifice and sorrow of this war have been in vain, or whether we shall be able, at last to live together in a world free from war." (Jr. High through Adult)

(Consult page 19 for Club Rental Plans.)

Unit Value

WATER BIRDS (EBF)

11 minutes—sound $1.80 3

Photographic sequences depict the physical characteristics, habits, environment, adaptivity and care of young of the egret, the mallard duck, the Canada goose and the brown pelican. Shorter sequences depict selected facts about the lesser scaup and the flamingo, the winter and summer homes of the Canada goose and the principal migration route. (Elementary through Sr. High)

WATER CYCLE (EBF)

10 minutes—sound $1.80 3

Traces movement of water through its cycle of eternal change from ocean to sky and back to the ocean. Relates evaporation, saturation, condensation and precipitation and in simple terms clearly explains the principles underlying these phenomena. Animated drawings reveal how the water table forms and how water passes through plant bodies and returns to atmosphere. Natural photography vividly depicts surface run-off from the raindrop to the ocean and use of plants and dams to control this run-off. (Elementary through Sr. High)

WATER POWER (EBF)

10 minutes—sound $1.80 3

The concept of potential power from water is introduced by the water cycle which furnishes a never-ending source of power. It is shown how rapids and waterfalls, by use of this, were changed from hindrances to aids to man's progress. The body of the picture traces the development of water power, chiefly in the U. S. from the small mill of the early colonists to such modern projects as Niagara, Boulder Dam and the Tennessee Valley. There is an informative sequence on the transformation of kinetic energy of the waterfalls into potential energy through the hydro-electric plant. Concludes with a world-wide survey of potential water power. (Sr. High)

WATER WORKS FOR US (YA)

10 minutes—sound $1.80 3

Illustrates the many ways in which water works for us in our everyday life. Explains the concept of water pressure, including the factors which govern it. Explains how water works for us in and outside the home as a liquid, as a gas, and as a solid. (Elementary and Jr. High)

WATUSSI OF AFRICA (EBF)

11 minutes—sound $1.80 3

An excellent film showing the daily life of the Watussi tribe of East-Central Africa. (Elementary through Adult)

WE DISCOVER THE DICTIONARY (CORONET)

10 minutes—sound—color $3.60 6
10 minutes—sound—b&w $1.80 3

Three students are assigned the task of writing a letter to a police sergeant. By the time the letter is finished they have learned a great deal about dictionaries, including the use of the guide words, finding the spelling of words, definitions, reading diacritical marks, and that there are many kinds of dictionaries. (Elementary through Adult)

(Consult page 19 for Club Rental Plans.)

Unit Value

WE GO TO SCHOOL (CORONET)

10 minutes—sound $1.80 3

Few children are actually "prepared" for school. There are many adjustments each child must make—and they are seldom easy, so this film is designed specifically to help teachers bring an understanding of school to their classes. Children are shown how to make the normal adjustment from a home to school environment and how a sense of "belonging" is fostered and an attitude of cooperation is stimulated. (Primary)

WEIGHTS AND MEASURES (EBF)

14 minutes—sound $1.80 3

The film reviews some of the familiar weights and measures which simplify our daily activities—cups and spoons to measure ingredients for cooking; quart, gallon, and bushel containers for marketing foods; and maps to measure distances in miles. The purpose of the measurement in each case determines the kind of weight or measure to be used. To make it more interesting, it follows the activities of a small boy, Tom, as his father measures to build a model railroad, and his visit to his uncle's farm. (Elementary and Jr. High)

WE PLAN TOGETHER (TEACHERS COLLEGE)

20 minutes—sound $2.40 4

Prepared to help teachers-in-preparation and teachers-in-service, as well as interested laymen and students, gain a better understanding of the process of cooperative planning in education. It shows an eleventh grade planning cooperatively for learning in their core class over a period of several months. (College and Adult)

WE THE PEOPLES (YA)

10 minutes—sound $1.80 3

An orientation film designed to show the various purposes and functions of the United Nations Organization. Through the combined use of live action and selected animated charts, the film describes fully the basic functions of the six major divisions of the United Nations. (Elementary through Sr. High)

WE VISIT THE SEASHORE (YA)

10 minutes—sound $1.80 3

This film tells the story of a typical day's activities of two young children at the seashore (one a visitor for the first time), how they play in the sand and the water, and the various things they do and see. (Primary)

WEALTH OF THE ANDES (OIAA)

20 minutes—sound—color $1.20 2

A trip to the Cerro de Pasco mining district deep in the Andes Mountains in Peru. Here the "Wealth of the Andes" in the form of copper and lead is mined. Here two of Peru's greatest natural resources are drawn from the earth to serve man. The trip is made on the now-famous Central Railway of Peru, the building of which was one of the greatest engineering feats of all time. (Elementary through Adult)

(Consult page 19 for Club Rental Plans.)

Unit Value

WEATHER (EBF)

10 minutes—sound $1.80 3

Explains the Polar Front weather theory and describes meteorological instruments and methods and cloud formations. Animated drawings, curves, and maps are shown. (Jr. High through Adult)

WEBSTER, DANIEL (EBF)

20 minutes—sound $2.40 4

Traces the development of the qualities and skills which made Daniel Webster a distinguished lawyer, the orator of his day, and a spokesman for American national unity. Portrays the political events which influenced him to be first a states' rights man and defender of the trading interests of New England, and later, the nation's most eloquent advocate of strong national power and unity. (Jr. and Sr. High)

WEIGHT EVENTS (EBF)

11 minutes—sound $1.80 3

Demonstrations of the shot put, discus throw, hammer throw and javelin. Slow motion photography and repetition are used. The general poise of the body, the method of using the arm, and the leg action are clearly demonstrated for all throws. Two styles of form are given for the javelin throw and the discus sequence. (Sr. High and College)

WEST INDIES (EBF)

10 minutes—sound $1.80 3

Portrays the principal West Indies Islands. Shows strategic importance to the Western Hemisphere trade, economy, etc. Character of tropic islands. Recent modern trends are indicated. (Jr. High through Adult)

WEST VIRGINIA AND ITS NATURAL RESOURCES (BM)

?? minutes—sound—color $1.20 2

West Virginia is a land of forested hills and fiery steel furnaces, scenic gorges and giant power plants, farms and busy cities, orchards and coal mines, beef cattle and gas and oil wells, parks and glass factories—all of which is vividly brought out in this motion picture. (Elementary through Adult)

WESTERN EUROPE—Factories, Mines and Waterways (UWF)

20 minutes—sound $3.00 5

Heavy industry tends to develop in areas which have easy access to sources of raw materials, labor supply and markets. Alsace-Lorraine is one of the most highly industrialized regions in the world. Abundant coal deposits and nearby iron mines are linked by railroads and waterways with manufacturing cities and seaports. This film accompanies the captain of a coal barge on his trip from Strasbourg to Pont-a-Mousson, on the Rhine Marne Canal. Not only does the student gain an insight into the daily life of a barge family aboard their water-borne home, but the film shows clearly why this part of Western Europe has become the industrial heart of the continent. The railroads which run alongside the canals, loading and unloading activities at inland ports, the concentration of industrial sites, and sequences on iron mining, steel making and pottery manufacturing all illustrate the basic geographic concept of this film. (Elementary through Adult)

(Consult page 19 for Club Rental Plans.)

Unit Value

WESTERN FRONT (OWI)

21 minutes—sound $1.20 2

A picture of China's plight and heroic fight. The desperate needs of the Chinese people are stressed, as well as the advisability of America's holding the Chinese as friends. (Jr. High through Adult)

WESTWARD MOVEMENT (EBF)

11 minutes—sound $1.80 3

Presents in dynamic animation on a heroic scale the westward migration of people across the United States from the period of about 1790 to 1890. By use of animation great masses of data and broad mountain top views of the greatest and most dramatic of all human migrations are presented. (Elementary through Sr. High)

WHAT BIRD IS THAT (CFS)

11 minutes—sound—color $3.60 6

Especially produced for classroom use, this film will stimulate every youngster's interest in birds. There are 21 different birds, including most unusual close-ups of bluejays, Baltimore orioles and redstarts. Natural color. (Primary through Adult)

WHAT IS A CONTRACT (CORONET)

10 minutes—sound $1.80 3

Two youngsters take summer jobs to buy the things they've always wanted, only to find themselves jobless and debtors in the middle of the summer. But by a contract their problems are happily solved. Through this story, your students will have a splendid opportunity to study the elements of mutual assent, competent parties, legal bargain and consideration in both oral and written contracts. (Sr. High)

WHAT IS A CORPORATION (CORONET)

10 minutes—sound $1.80 3

The three principal forms of business ownership: single proprietorship, partnership, and corporation. In a presentation that everyone will understand, the study of business ownership is introduced . . . the advantages and disadvantages of each type shown. (Jr. and Sr. High)

WHAT IS A MAP (YA)

10 minutes—sound $1.80 3

A small girl writes to her friend and explains what her bedroom looks like. By use of animation and special photographic techniques, the concept of maps is introduced and explained, first in terms of a plan of a living room, then in terms of a map of the neighborhood. (Elementary)

WHAT IS ELECTRICITY? (EBF)

14 minutes—sound $2.40 4

Investigations demonstrated in the film provide a background for considering the nature of electricity. The film presents classical electrostatic experiments. Provides accounts of electromagnetism in the experiments of Oersted and Faraday. Illustrates some of the achievements of our civilization by showing industrial applications such as motors and generators. Explains through diagrams the organization of atoms. (Jr. and Sr. High School) (Physics)

(Consult page 19 for Club Rental Plans.)

Unit Value

WHAT IS FOUR (YA)

15 minutes—sound $1.80 3

This film is designed for beginning studies in number-work. The relationship, of 4 to 1, 2, 3, 4, 5, is studied from every aspect with the aid of blocks, sticks, etc. (Primary and Lower Elementary)

WHAT IS MONEY (CORONET)

10 minutes—sound $1.80 3

Following the journey of a five-dollar bill through many transactions, we see how money functions as a standard of value, standard for future payment, storehouse of value, and convenient medium of exchange for goods and services. In addition, we trace the evolution of our monetary systems from the days of primitive barter, and we see how checks serve today as a substitute for money. (Elementary)

WHAT IS SCIENCE (CORONET)

11 minutes—sound $1.80 3

In a simple story this film illuminates the meaning of the word. It presents the application of the "scientific methods," which embraces five major steps: curiosity, observation, hypothesis, testing of hypothesis and conclusion. The "road to science" is presented as an unending, ever-fascinating trail through the ages. (Jr. and Sr. High)

WHAT IS SOIL (FILMS, INC.)

10 minutes—sound $1.80 3

Emphasizes that while soil is essential to all living things, they in turn, after their life is done, contribute to the formation of soil. Bobby decided to find out if he can grow beans in soil he makes himself. He finds that he can. While he waits for his beans to grow he learns how soil is really formed over the millions of years and how all living things depend on soil and contribute to its formation. (Primary through Adult)

WHAT IS SOUND (YA)

10 minutes—sound $1.80 3

This film provides an elementary discussion of the nature, source and transmission of sound waves. (Elementary)

WHAT MAKES A DESERT (YA)

10 minutes—sound $1.80 3

Explains and illustrates the geographic and climatic factors that create a desert area, with particular reference to the deserts of the southwest United States. Uses a combination of photography and animation to discuss such factors as prevailing winds, mountain barriers, etc. Also points out how desert land can be reclaimed by irrigation. (Elementary)

WHAT MAKES DAY AND NIGHT (YA)

10 minutes—sound $1.80 3

Shows why we have alternation of day and night as well as the reason why the sun can shine only on one-half the earth at a time. (Elementary and Jr. High)

WHAT MAKES RAIN (YA)

10 minutes—sound $1.80 3

In terms suitable for children of the lower elementary school level,

(Consult page 19 for Club Rental Plans.)

Unit Value

the film introduces and explains the concepts of evaporation and condensation as they apply to the Water Cycle, through the device of a letter which the Weather Man writes to a young boy. Animated drawings summarize the Water Cycle. (Elementary)

WHAT TIME IS IT (CORONET)

10 minutes—sound $1.80 3

As Barbara plans and prepares for her approaching birthday party, she learns to tell time by the clock and by the calendar. The film uses many fascinating participation devices as it teaches how the ability to tell time helps us work together, as well as teaching directly the skills needed to answer the question, "What time is it?" (Primary)

WHAT TO DO ON A DATE (CORONET)

10 minutes—sound $1.80 3

Shows how to plan dates that satisfy both the boy and the girl and the wide range of activities available to high school students who want to make dating an entertaining, enjoyable and constructive social custom. (Jr. High through Adult)

WHEAT FARMER (EBF)

11 minutes—sound $1.80 3

Portrays the life of a wheat farmer and his family in a typical midwestern area. Preparing the soil, and planting winter wheat are shown, along with other farm activities, milking, cooking, and general repair work. 4-H Club activities, labor problems, modern combine harvesting, and home life are delineated. Transportation of the harvested wheat to the town elevator for shipment to the flour mill is treated. Reproduced conversations describe typical farm problems. (Elementary through Sr. High)

WHEN WORK IS DONE (OWI)

9 minutes—sound $1.20 2

Shows how the people of a typical town crowded with war workers provided amusement and recreation for the thousands of people who had come to that community to live and work. (Sr. High through Adult)

WHERE DOES IT GET YOU (FP)

20 minutes—sound $1.80 3

For teen-agers—this film on alcohol education shows that science proves that alcohol is a drug and not a food, a depressant and not a stimulant, a narcotic poison injurious to the human mind—man's most precious possession. (Sr. High and College)

WHICH WAY THIS TIME? (OPA)

10 minutes—sound $1.20 2

Effort to avoid disastrous inflation such as followed World War I. The film points out that serious inflation still threatens the economy of the United States, and asks the public not to pay over-ceiling rents and prices as a contribution toward the defeat of inflation. Animation throughout, but with no element of fantasy or cartoon quality to the animation. (Jr. High through Adult)

WHITNEY, ELI (EBF)

20 minutes—sound $2.40 4

Dramatizes the life story of Eli Whitney, inventor of the cotton

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Unit Value

gin. Relates incidents which call attention to his dreams and faith in his ideas. Portrays him developing the machine which boomed the economy of the South. Describes Whitney's experiments in designing tools and building machinery for the manufacture of muskets, which became the technical basis for mass production. (Jr. High through Adult)

WHITTIER, JOHN GREENLEAF (EBF)

20 minutes—sound $2.40 4

Recalls highlights in the life of one of America's most beloved poets and strongest abolitionists. Begins by revealing Whittier's boyhood love for poetry. Traces his later association with William Lloyd Garrison, and follows his work as student and editor, when he began to establish himself as a writer and as an advocate of social reforms. Points out Whittier's years of seclusion at Amesbury, and reveals how, during his declining years, he was inspired by boyhood memories to write some of his best-loved poems. (Jr. High through Adult)

WHO MAKES WORDS (CORONET)

10 minutes—sound $1.80 3

In this film story, your class will seek a new word to describe the pastel-colored "blackboard" which has just arrived. In their quest for this new word they're led to investigate the source of other words and to discover that some are "borrowed", some are simply "invented", still others come about through changes in spelling or meaning. Through their search they learn the important means by which our language grows. (Elementary)

WHY OF AUTOMOBILE LUBRICATION (BM)

24 minutes—sound—color $1.20 2

With the aid of close-up shots of automobile moving parts and clever animation, the film presents a rather technical subject in terms that the average citizen can understand. It shows how tightly the engine, transmission, differential and chassis of a modern automobile are put together, and describes the double service required of engine oil. (Jr. High through Adult)

WHY PUNCTUATE (YA)

10 minutes—sound $1.80 3

An orientation film designed to motivate and introduce (or review) the study of punctuation. Stresses the importance of good punctuation in our everyday business and social life, and summarizes the basic rules for use of the most important punctuation marks. (Elementary through College)

WHY STUDY FOREIGN LANGUAGES (CORONET)

10 minutes—sound $1.80 3

Don Baker can't see any use in studying foreign languages . . . until his brother Dick returns from a trip to Europe and convinces him that he is wrong. As this film unfolds, it demonstrates how knowledge of foreign languages contributes to enjoyment of travel, success of commerce and harmonious international relations . . . shows that this knowledge is necessary to the full appreciation of many great literary works . . . gives a richer understanding of our own culture. This film will give your students a new concept of the importance of foreign languages to themselves. (Jr. and Sr. High)

(Consult page 19 for Club Rental Plans.)

Unit Value

WHY STUDY LATIN (CORONET)

10 minutes—sound $1.80 3

The camera visits a high school Latin class where the teacher and several of the students explain why studying Latin is important to them. The values of Latin to an understanding of history, and appreciation of literature and a mastering of English, plus the practical usefulness of Latin to many professions are interestingly presented. (Jr. and Sr. High)

WHY WE RESPECT THE LAW (CORONET)

14 minutes—sound $2.40 4

As one of the cornerstones of our democracy, law must work. And if law is to work there must be respect for law. Therefore this film strikes at the heart of teaching *democracy*. Its main theme is the development of an attitude of respect for all law—big and little; a habit of obedience without compulsion. Dramatic highlights in this film teach the *social* need and the *individual* need for respect for law. (Jr. and Sr. High)

WILDLIFE AND THE HUMAN TOUCH (USDA)

19 minutes—sound—color $1.20 2

The National Forests are one of the largest and most important wildlife producing areas in the country still available to the public for recreational use, including hunting and fishing. Many people do not fully appreciate the extent and complexity of habitat management on the National Forests, and the benefits derived therefrom. This picture shows characteristic forest animals in their natural habitat—and what the Forest Service is doing to improve the habitat, and at the same time manage these forests for the best interests of all users. (Elementary through Adult)

WILSON DAM SCHOOL (TVA)

20 minutes—sound $1.20 2

Produced in collaboration with the Alabama State Department of Education to demonstrate the operation of a progressive school. (Jr. High through Adult)

WIND FROM THE WEST (FON)

18 minutes— sound $1.80 3

Young Nils dozes in school and dreams of the mountains of Lapland, the yearly migration of reindeer, and of how one day he will become a reindeer herdsman. He sees the various animals and flowers that appear in the spring. (Elementary and Jr. High)

WINDS & THEIR CAUSES (CORONET)

10 minutes—sound $1.80 3

Pete's model airplane crashes. He is determined to find out why; so, with Pete, we discover the facts behind thermals, cumulus clouds and thunderstorms. Then the great winds of the earth are explained . . . on and off shore breezes . . . the easterlies and westerlies. An introduction to the subject of winds and their causes. (Jr. and Sr. High)

WINGED SCOURGE (OIAA)

10 minutes—sound—color $1.20 2

Shows the development of the Anopheles mosquito from the larva tofull growth. At this point the film becomes one of general mosquito control with Walt Disney and his staff. The seven Dwarfs

(Consult page 19 for Club Rental Plans.)

Unit Value

play an important part in the demonstration of the various methods of mosquito control. Good for malaria control. (Elementary through Adult)

WINGS OVER BRAZIL (OIAA)

15 minutes—sound $1.20 2

"Brazil has a predestination for aviation," wrote one historian. Here is a film that bears out the statement. A picturization of progress made by Brazil, especially during World War II, in the modern, advanced field of aviation. An illuminating and thought-provoking document. (Elementary through Adult)

WINTER ON THE FARM (EBF)

10 minutes—sound—color $3.60 6

This delightful color film—one of the Seasons Series—portrays the adaptation of plants and animals to the winter's cold. We follow Joan and Jerry as they observe animal tracks in the snow, the animals which made the tracks, birds at their feeding station, and farm animals in the barn. Especially enjoyable is the children's trip to the woods to cut a Christmas tree. (Primary and Elementary)

WINTER WONDERLAND (C)

12 minutes—sound $1.20 2

Illustrates the varied winter sports that may be enjoyed on the National Forests, such as skiing, snowshoeing, tobogganing, skating. Shows some of the facilities, such as ski-jumps, toboggan slides, practice slopes, and shelters that have been provided. (Primary through Jr. High)

WISE LAND USE PAYS (USDA)

18 minutes—sound $1.20 2

Shows many ways for conserving and improving land. (Sr. High)

WONDER OF CHEMISTRY (YA)

10 minutes—sound $1.80 3

Introduces the student to chemistry as one of the sciences. Defines and explains *element, compound* and *chemical change.* Stresses the contributions that chemistry has made to a better way of life. (Elementary and Jr. High)

WONDERS IN YOUR OWN BACKYARD (C-W)

10 minutes—sound—color $3.00 5

Simplicity of presentation, both on the screen and in the narration, is the outstanding virtue of this excellent film. Two small children look at creatures common to most backyards, and an examination of their peculiarities makes a provocative introduction to further zoological study. (Primary through Adult)

WOODEN FACES OF TOTONICAPAN (OIAA)

9 minutes—sound—color $1.20 2

Guatemalan fiestas, including the breath-taking climax of Chichicastenango's famous eight-day celebration. (Jr. High through Adult)

WOODWIND CHOIR (EBF)

11 minutes—sound $1.80 3

Begins with the third movement in Brahms' First Symphony

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Unit Value

and ends with the Scherzo from Mendelssohn's "Midsummer Night's Dream." The body of the film is taken up by demonstrations of the individual tone quality of the various instruments and gives pupils opportunity for studying playing techniques. Excerpts from Rossini's "William Tell" overture, von Weber's "Der Frefschutz." Beethoven's Third Symphony, Schumann's piano concerto, and the Second Movement of Brahms' Fourth Symphony. (Elementary through Adult)

WOODWINDS AND BRASS (EBF)

11 minutes—sound $1.80 3

Eugene Kash introduces the woodwind and brass instruments and has musicians play each of the main types. Beginning with a willow whistle, he explains that modern wind instruments—flute, clarinet, trombone and others—are just more complex versions of this simple pipe. Mr. Kash has the musicians play the instruments separately before playing together. (Primary and Elementary) (Music)

WOODWORKING (EBF)

11 minutes—sound $1.80 3

Describes the importance of woodworking and suggests its values as a hobby as Ray proudly shows his workshop to two of his friends who are enrolling in a beginning woodworking class. Illustrates basic woodworking tools and shows how they are used. Shows the step-by-step construction of a beginning project. (High School and Adult) (Arts and Crafts)

WOOL (From Sheep to Clothing) (EBF)

10 minutes—sound $1.80 3

Tells the complete story of wool—from sheep on a Wyoming range through the knitting of the worsted yarn into sweaters. Shows the sheep being herded and driven to the ranch, and describes each step in the shearing process. Portrays how wool is compressed into bales and then shipped to a mill where it is washed, carded, spun and finally knitted into sweaters. (Primary and Elementary)

WORK OF RIVERS (EBF)

10 minutes—sound $1.80 3

Presents dramatically, yet simply, the erosion cycle of water on the earth's surface. The main story is introduced with a brief portrayal of the water cycle in nature. The main story is integrated by motion pictures, specially taken for this picture, presenting examples from many parts of the country. Models and animated drawings are employed to explain such special features as Niagara Falls, deltas, meanders, ox-bow lakes, rejuvenated rivers, lakes, water gaps, and sand bars. (Jr. High through College)

WORK OF THE ATMOSPHERE (EBF)

10 minutes—sound $1.80 3

Shows the effect of the mechanical and chemical actions of the atmosphere on the earth's surface. Animation depicts the cutting process of windblown sand grains on granite, areas affected by dust storms, and the formation of soils. Magnified views reveal the structure of sand grains and feldspar. Other photographs provide examples of spalling, exfoliation, sand blasting,

(Consult page 19 for Club Rental Plans.)

Unit Value

dunes, loess banks, and volcanic dust. The importance of the atmosphere to plant and animal life is shown. (Jr. High through College)

WORK OF THE KIDNEYS (EBF)

10 minutes—sound $1.80 3

Cinematic devices are used to present a detailed exposition of the kidneys and their functions. First, an analogy is drawn between machines which use selective devices and the selective process by which wastes are eliminated in the kidneys. An animated diagram is used to give an enlarged view of the kidneys, and to reveal the processes of transfer and filtration. Laboratory experiments show the properties of the semi-permeable membranes which function in the kidneys to allow wastes to pass but restrict passage of food materials. Content analysis charts compare glomerular fluid to urine. Anesthetized animals are used to study the factors affecting rate of urine formation, including blood sugar content and external temperature. The function of the kidneys is compared to that of a gyroscope in that they maintain a balance between the blood and body tissue. (Sr. High)

WORK OF THE STOCK EXCHANGE (CORONET)

16 minutes—sound $1.80 3

This film takes students through each step of incorporation and listing of stock. Outstanding in the film are the details of buying and selling operations on the exchange floor and in the broker's office. Students see how these operations bring to land, labor and management the capital necessary for production. (Jr. and Sr. High)

WORLD AT WAR, THE (OWI)

45 minutes—sound $1.80 3

Pictures graphically and dramatically the history of a world at war—from the invasion of Manchuria on September 18, 1931, to the bombing of Pearl Harbor ten years later. This film is a powerful record of the events, foreshadowing Pearl Harbor and is a historical document of the years 1931-41. (Jr. High through Adult)

WORLD OF PLENTY (BIS)

45 minutes—sound $1.20 2

The story of man and food—past, present and future—is told by two men, a commentator and a heckler. The many facts of the problems—a secure, adequate and suitable supply of food for every man—are challengingly presented through the creative use of animated diagrams, pertinent pictorial material, trick optical effects, and recorded declarations of world citizens and scientists. (Jr. High through Adult)

WORLD SERIES—1948 (S)

40 minutes—sound $1.20 2

Highlights of the World Series between the Cleveland Indians and the Boston Braves. (Elementary through Adult)

WORLD SERIES—1949 (S)

40 minutes—sound $1.20 2

Shows high spots of the World Series games between the New

(Consult page 19 for Club Rental Plans.)

Unit Value

York Yankees and the Brooklyn Dodgers. (Elementary through Adult)

WORLD SERIES—1950 (S)

40 minutes—sound $1.20 2

Highlights of the games between the New York Yankees and Philadelphia Phillies. (Elementary through Adult)

WORLD SERIES—1951 (S)

45 minutes—sound $1.20 2

Highlights of the World Series including Tomson's famous home-run in the play-off series. (Elementary through Adult)

WORLD SERIES—1952 (S)

35 minutes—sound $1.20 2

Highlights of the World Series games between the New York Yankees and the Brooklyn Dodgers. (Elementary through Adult)

WORLD SERIES—1954 (S)

45 minutes—sound $1.40 2

Highlights of the World Series games between the New York Giants and the Cleveland Indians. (Elementary through Adult)

WORLD WE WANT TO LIVE IN (NCCJ)

10 minutes—sound $1.20 2

A Roman Catholic, a Protestant, and a Jewish child play together on an American shore but across the ocean not only religious but political rights are denied to minority groups. Indicates also some of the intolerances which have developed on this side of the ocean. (Jr. High through Adult)

WRITING BETTER BUSINESS LETTERS (CORONET)

10 minutes—sound $1.80 3

In an entertaining presentation, this film emphasizes the three principal characteristics of a good business letter: clarity, brevity and courtesy. Primarily designed for use in general English, it will also be of tremendous value in Business English classes. (Jr. and Sr. High)

WRITING THROUGH THE AGES (EBF)

10 minutes—sound $1.80 3

A chronological history of writing as a means of communication. Shows ways in which writing evolved from pictures and signs and illustrates that local materials used as writing tools influenced the methods of sign making and writing. Depicts and analyzes significant features of early Chinese, Mesopotamian, and Egyptian writings. Stresses contributions of Phoenicians, Greeks, and Romans to our present alphabet. (Elementary and Jr. High)

WYOMING AND ITS NATURAL RESOURCES (BM)

25 minutes—sound—color $1.20 2

A comprehensive picture of Wyoming's great mineral and agricultural resources, as well as its scenic beauty. (Jr. High through Adult)

YOU AND YOUR PARENTS (CORONET)

13 minutes—sound $2.40 4

The issue of parental authority is one that touches every home

(Consult page 19 for Club Rental Plans.)

Unit Value

where there are growing children. The process of "growing away" from the family is described as a natural and normal one, but audiences see how it can lead to difficulties if both parents and children do not take the time to understand each other's problems. (Jr. and Sr. High)

YOU AND YOUR WORK (CORONET)

10 minutes—sound $1.80 3

Being satisfied and happy in one's work . . . right attitude and approach to a job . . . achieving personal adjustment . . . these are basic problems which the vocational guidance worker must help others solve. Here is an invaluable aid in doing this job effectively. (Jr. High through Adult)

YOU ARE THE SWITCHMAN (AM. CANCER)

11 minutes—sound $1.20 2

The story set forth is the tragic end result of delay and ignorance in the treatment of cancer. The last half of the film portrays the splendid results that can be obtained through early treatment. Other factors emphasized are the hope of cure, the three modes of treatment and the danger signals. (Sr. High through Adult)

YOU'LL TAKE THE HIGHROAD (NFB)

18 minutes—sound—color $1.20 2

Follows the modern motor-roads of Jasper National Park to points of interest: the valley of crooked trees, the foot of Athabasca glacier, the favorite haunts of game, etc. Protected by law, the wild life of the region has remained and is constantly in view. The ponderous moose feeding among the lily pads is little disturbed by the holiday group resting by the road side. The shy deer crosses the clearing without haste, and above on the mountain slopes roam the mountain sheep. Most impressive of all to be seen, as the film follows the park highways, is the Athabasca glacier. Visitors are seen alighting from their car to approach the base of the ice river. Beyond rise the Bow Summit, Mt. Eisenhower, Mt. Rundle and the lesser peaks. (Elementary through Adult)

YOUNG URUGUAY (OIAA)

19 minutes—sound $1.20 2

How the young people of Uruguay live and play and go to school. Uruguay already has the highest degree of literacy in South America, and through this film we come to appreciate the progressive steps now being made in education in this smallest South American republic. (Elementary through Adult)

YOUR CHILDREN'S SLEEP (EBF)

20 minutes—sound $2.40 4

Gives adults a conception of some typical problems in a child's mind, and shows how these problems, although insignificant to an adult, may be important and even frightening to the child. They can cause sleeplessness, or even nightmares. The film stresses the importance of sound, healthy sleep, and shows how it can be insured for children. (Sr. High through Adult)

YOUR FRIEND, THE DOCTOR (CORONET)

10 minutes—sound $1.80 3

For the healthy growth of the individual, primary grade young-

(Consult page 19 for Club Rental Plans.)

Unit Value

sters should have certain medical attention and care. This film helps children understand some of the functions of the doctor in their lives and motivates them to "be friends" with their doctor. Through the experiences of a boy, young audiences will understand just what the doctor does and why it is important to cooperate with him. (Primary)

YOUR FRIEND THE FOREST (EBF)

7 minutes—sound—color $1.80 3

A little boy finds out the value of forests and the need for preventing forest fires. Partly in animation and partly live photography. (Primary and Elementary)

YOUR FRIEND THE FOREST (EBF)

6 minutes—sound—color $1.80 3

A field trip on film designed for use in units on conservation. The forest is home for birds and animals; it is the source of lumber for people, and it is a place for recreation, but it cannot run or protect itself from its most dangerous enemy—fire.

YOUR FRIEND THE SOIL (EBF)

7 minutes—sound—color $1.80 3

A little girl learns of the conditions that effect our food resources and comes to realize that our life and health depend on good farms, good soil, and good food. Partly in animation and partly live photography. (Primary and Elementary)

YOUR FRIEND THE SOIL (EBF)

7 minutes—sound—color $1.80 3

Uses both animation and photography to present an appealing and graphic illustration of the importance of our natural resources. It shows that good soil, and the good food it can produce, are a part of each child's share in our national heritage.

YOUR FRIEND THE WATER (EBF)

6 minutes—sound—color $1.80 3

A little boy learns the factors behind a good supply of pure water, as well as the conditions which produce dirty, polluted water. Partly in animation and partly live photography. (College through Adult)

YOUR FRIEND THE WATER (EBF)

6 minutes—sound—color $1.80 3

The sources and value of pure water are shown in striking contrast to the causes and wastfulness of water pollution; both clean and dirty water are presented in terms that young children will appreciate.

YOUR PERMIT TO DRIVE (GM)

11 minutes—sound $1.20 2

The film opens with examples of the magnitude of highway transportation and its contributions to social and economic progress. It then stresses that possession of a driver's license is both a privilege and an obligation. Citing the toll of traffic accidents, the film urges drivers to regard the signing of a license as a pledge to drive in a courteous, sportsmanlike manner. The film closes by pointing out that the new driver has an opportunity

(Consult page 19 for Club Rental Plans.)

Unit Value

to learn the right way to drive and urging him to guard what a license stands for. (Sr. High through Adult)

YOUR THRIFT HABITS (CORONET)

10 minutes—sound $1.80 3

Your students will realize that by setting up a budget for systematic savings, by careful buying, doing without extravagances and choosing between immediate and future satisfactions, they will attain many material goals in life. (Jr. and Sr. High)

YOUR TOWN—A STORY OF AMERICA (NAM)

10 minutes—sound $1.20 2

As Jerry passed the local Mason factory, a crowd was gathered outside. He stopped to see "the fun". Someone on a soapbox was shouting "down with this—and down with that" and then a stone is thrown through the factory window. A policeman and friend of the boy's grandfather, took him home. Grandfather, after discovering his grandson to be participating in a protest against the factory, relates the history of the factory, and tries to show how the income of the plant has made possible much of the life that today exists in the community. Jerry learned some American fundamentals. (Elementary through Adult)

YOUR VOICE (EBF)

10 niinutes—sound $1.80 3

Describes the four phases of voice production: respiration, phonation, resonance, and articulation. Presents actual photography of the vocal folds in operation. Animated drawings, together with considerable demonstration material, clearly explain the various processes. The film emphasizes the role of proper exercises for improving the voice; and the use of the voice in speaking and singing is illustrated. (Jr. and Sr. High)

YOURS TRULY, ED GRAHAM (AM. LIFE INS.)

25 minutes—sound $1.20 2

Produced by Roland Reed Productions this picture tells the story of typical people in a small town—their joys and sorrows and their search for family security. Shows the role of the life insurance agent in a community. (Sr. High through Adult)

YUCATAN (OIAA)

20 minutes—sound—color $1.20 2

An exciting and colorful travelogue to Mexico's eastern province, Yucatan. Superb musical background, and with glorious color photography, this film provides an experience never to be forgotten. (Jr. High through Adult)

ZINC—MINING, MILLING AND SMELTING (BM)

25 minutes—sound $1.20 2

Shows the location of zinc-bearing ores in the U. S., method of mining the ore, and the processes of the crushing, screening, chemical separation and flotation, roasting and electric smelting. Closing scenes show some industrial uses of zinc. (Jr. High through Adult)

ZION NATIONAL PARK (FORD)

10 minutes—sound $1.20 2

Monoliths carved by rains and river, basking in semi-tropical

(Consult page 19 for Club Rental Plans.)

Unit Value

climate, makes this park in southwestern Utah an ideal vacation ground. Aerial views of the park combined with the natural beauty of the rock formations make this picture very interesting. (Elementary through Adult)

ZOO (EBF)

10 minutes—sound—color $3.60 6

A gay, colorful visit to one of the world's largest, most modern zoos, where animals are observed in areas simulating their natural habitats. Includes intimate and fascinating studies of polar and kodiak bears, lions, tigers, kangaroos, alpacas, giraffes, zebras, baboons, sea lions, hippopotamuses and elephants. Excellent natural color and close-up photography contribute much to realism and authenticity. (Primary and Elementary)

(Consult page 19 for Club Rental Plans.)

FILMS FOR COMMUNITY PROGRAMS AND ADULT DISCUSSION GROUPS

N. C. PUBLIC LIBRARIES-UNC EXTENSION DIVISION ADULT FILM PROJECT

The films listed below are available for general circulation to adult organizations and activities in any North Carolina community. A service charge and return postage will be made with a maximum of five (5) days booking allowed for any title selected. Requests for these films should originate through your *local county or city public library.*

In addition to the titles listed here, the following twenty-four public libraries have a program of films available to their communities each month throughout the year:

Caldwell County Public Library, Lenoir; Concord Public Library, Concord; Cumberland County Public Library, Fayetteville; Durham Public Library, Durham; Gaston County Public Library, Gastonia; Granville County Library, Oxford; Greensboro Public Library, Greensboro; Haywood County Public Library, Waynesville; Hyconeechee Regional Library, Roxboro; May Memorial Library, Burlington; Natahala Regional Library, Murphy; Olivia Raney Library, Raleigh; Pack Memorial Public Library, Asheville; Public Library of Charlotte and Mecklenburg County; Charlotte; Public Library of Winston-Salem, Winston-Salem; Richard B. Harrison Library, Raleigh; Rowan Public Library, Salisbury; Scotland County Memorial Library, Laurinburg; Stanford L. Warren Public Library, Durham; Surry County Library, Dobson.

For further information write the Bureau of Audio-Visual Education, Abernethy Hall, University of North Carolina, Chapel Hill, N. C. (Telephone 8-493).

ALCOHOLISM (EBF)

20 minutes—sound

Presents in dramatic detail the causes and treatment of excessive drinking, tracing the development of the disorder in the case history of Ed Grimer. Shows how the roots of alcoholism are imbedded in personal difficulties, and describes various forms of treatment. Explains the increasing need for greater public knowledge of this widespread problem.

BALTIMORE PLAN (EBF)

20 minutes—sound

This film tackles the problem of slum clearance and urban development in a way that is unique. It tells the actual story of the effort through which the city of Baltimore has successfully begun to rehabilitate its blighted areas and create in them an environment for healthy comfortable urban living.

CHANCE TO LIVE (McGraw-Hill)

19 minutes—sound

The story of an Italian boy, left to wander alone and unwanted in the aftermath of World War II, who is given a chance to live by the American-supported Boys' Republic at Santa Marinella, near Rome. The film traces the boy's difficult adjustment to a life of decency.

COUNSELING—ITS TOOLS AND TECHNIQUES (Mahnke)

20 minutes—sound

The film is designed to bring out the more important guideposts of counseling and to clearly demonstrate good counseling in action.

(Consult page 19 for Club Rental Plans.)

COUNTY AND COMMUNITY RECREATION (Ind. U.)

29 minutes—sound

Presents case histories of the development and organization of the recreation programs in three northern counties.

DARE—BIRTHPLACE OF AMERICA (UNC)

22 minutes—sound—color

A historical documentary film dealing with the first English colony to America, Sir Walter Raleigh's Lost Colony, and with Virginia Dare. Also portrays Orville and Wilbur Wright's first power-driven flights in 1903-1908 at Kitty Hawk. The acceptance of the challenge of these two "New Worlds" took place in what is now Dare County, North Carolina. Cooperation of the Lost Colony Drama made possible filming of many historical shots. Stock footage of an early Wright Brothers' flight, and interviews with men who knew the Wright Brothers are also significant.

DEFENSE OF THE PEACE (UN Films)

12 minutes—sound

Live action and animation are used to describe the overall organization and functions of the various branches of the United Nations.

DISTRIBUTING AMERICA'S GOODS (EBF)

11 minutes—sound

Based on a comprehensive study of the 20th Century Fund, shows by animated drawings and direct photography why it costs as much as it does to distribute America's goods. Sequences are devoted to the distribution costs of the producer, wholesaler, retailer, and transportation. Shows how fifty-nine cents out of each purchase dollar goes to pay for the distribution of the article. A final sequence indicates ways in which distributors and consumers can cooperate to reduce distribution costs.

DON'T BE A SUCKER (UWF)

20 minutes—sound

Shows the techniques used by Hitler to divide peoples and makes a plea for Americans to be on guard against the same technique in this country. An outstanding film showing the consequences of racial discrimination. A good message for all democratic people.

DRUG ADDICTION (EBF)

21 minutes—sound

A dramatic and straightforward story of the hazards of narcotic drugs. Depicts with stark realism all phases of this problem, particularly as it affects high school youth.

FAMILY LIFE (McGraw-Hill)

10 minutes—sound

Shows how a family begins to enjoy life through proper home management of schedules, responsibilities, privileges and finances.

FAMILY—AN APPROACH TO PEACE (McGraw-Hill)

17 minutes—sound

Contrasts the popular conception of foreign lands with life as it actually is around the globe. The similarity of the fears and aspirations of all people is forcefully set forth.

(Consult page 19 for Club Rental Plans.)

FORMOSA—BLUEPRINT FOR A FREE CHINA (MOT)

25 minutes—sound

This timely film shows how Chiang Kai-shek's government and army of Free China have been preparing in recent months on the island of Formosa. With American aid the army has been trained in modern warfare, government officials have worked out problems of administration and modern agriculture and industry have been developed.

GETTING THE FACTS (EBF)

11 minutes—sound

This film demonstrates that people have to be well-informed in order to be able to make intelligent decisions, either in private life or public affairs. Discusses the agencies which exist in the average American community for the purpose of providing citizens with the facts they need. Explores the role of newspapers, radio, television, libraries, and other channels of information.

GOING STEADY (CORONET)

10 minutes—sound

Regular dating is a normal step in the progress toward engagement and marriage and should be understood as such. Whether teen-agers realize it or not, "going steady" offers problems and disadvantages, especially for younger teens. So this motion picture raises for discussion such important questions as "When are you old enough to go steady? What disadvantages are there to it? How can you terminate the steady relationship, if it seems an unsound one, without hard feelings?"

GRANDMA MOSES (AF Films)

24 minutes—sound—color

Scenes of the life and works of Grandma Moses, American primitive painter, who reached the age of 90 in 1950. She is shown in in her simple, busy life on a farm in upstate New York where she paints, prepares her own painting boards, and observes the landscape thru the changing seasons.

HEIFETZ, JASCHA #103

28 minutes—sound

The incomparable violinist and his accompanist, Emanuel Bay, give an impromptu recital in the auditorium of the campus of Pomona College. In a varied program, he plays "Sweet Remembrance," Mendelssohn; "Sonatensatz," Brahms; "Hungarian Dance No. 7," Brahms; "Melodie," Gluck; "March" from "Love For Three Oranges," Prokofieff; "Polonaise," Wieniawsky; "Hora Stacatto," Dinicu-Heifetz.

HEIFETZ, JASCHA #104

28 minutes—sound

"The Portrait of an Artist." The home and practice life of a violinist.

HOME SAFE HOME (Sarra, Inc.)

12 minutes—sound

Depicts a busy day in the life of a typical American family and illustrates the many little things that cause home accidents. Offers suggestions on how every member of the family can help to eliminate hazards.

(Consult page 19 for Club Rental Plans.)

HOW TO CONDUCT A DISCUSSION (EBF)

25 minutes—sound

Clearly explains some of the basic principles of method which discussion leaders can use in order to insure effective and satisfying group discussion. Each principle is dramatized simply and forcefully.

HOW TO GROW DAHLIAS (Int. Film Bureau)

17 minutes—sound—color

Lewis J. West and Frank C. Gosswiller, both directors and past officers of the Central States Dahlia Society, show their own technique in raising many prize winning dahlias. Includes time-lapse photography of dahlias bursting into bloom.

HOW TO GROW GLADIOLAS (Int. Film Bureau)

17 minutes—sound—color

Fred S. Gloyd, president of the Evanston Men's Garden Club, demonstrates his technique as an amateur gladiolus grower.

HOW TO GROW IRIS (Int. Film Bureau)

17 minutes—sound—color

Gives a brief historical background of the iris; then discusses hybridization, planting, and division propagation. Time-lapse photography shows the seedlings growing. Pictures the transplanting of the seedlings, and, by time-lapse photography, shows the blooming of several flowers. Another John Ott film.

HOW TO GROW ROSES (Int. Film Bureau)

17 minutes—sound—color

John Ott, with his beautiful color, time-lapse photography opens this film with the historical background of the rose; then shows the planting and protection during winter months. Pruning, spraying for insect control, applying fertilizer and cultivation of the soil are all demonstrated. Explains one method of breeding roses, and concludes with close-ups of several varieties of roses.

IMPRESSIONABLE YEARS, THE (UWF)

35 minutes—sound

Portrays a little girl's first experience in the children's room of the New York Public Library, explains the appreciations which may develop in children thru reading, and emphasizes freedom of choice and democratic relationships in the library.

IRAN—BETWEEN TWO WORLDS (EBF)

14 minutes—sound

Iran, a country of mountains from which flow life-giving streams, and deserts with oases, is located for us geographically. Then we see evidence of its past glory in the ruins of the Palace of Emperor Darius at Persepolis. In the modern city of Tehran there are broad paved avenues, new apartments, houses, a famous Moslem college, and a national university to train young people for positions of leadership and for the professions. From here we go to a rural village, typical of living for 90 per cent of Iran's people. It has changed little since the time of Darius.

JERUSALEM, THE HOLY CITY (EBF)

10 minutes—sound—color

Concentrating on the historical settings and contemporary shrines of the respective religions, this film develops the theme of Jerusa-

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lem as a city sacred to the Jewish, Christian and Mohammedan faiths. Settings and structures rich in historic associations pass in review to the accompaniment of an especially prepared musical score and interpretive narration.

KOREA: LONG ROAD TO PEACE (McGraw-Hill)

20 minutes—sound

A summary of the important phases of the Korean War from June 1950, prior to the outbreak of hostilities, through the Panmunjon Peace Conferences.

LET'S TALK ABOUT FILMS (Canadian Film Board)

18 minutes—sound

In a workshop meeting group leaders discuss what was wrong when a leader was able to get no response from the audience, and compare his experience with that of another who uses the same film and obtains lively response. Successful points stressed: create an amtosphere of relaxed informality; leader should not dominate but center discussion in the group.

LIBRARIAN, THE (Mahnke)

10 minutes—sound

The first requisite librarians must have is that they must like people because they bring people and books together. There are five general classifications into which librarians are divided—all are explained.

LIBRARY STORY (EBF)

16 minutes—sound—color

Portrays ways in which a modern public library serves its community. Dwells on the varied interests of "regular" readers, children, teenagers, blind people, and those interested in music, showing how the library helps them all. The film takes us to many parts of the library including the children's room, conference room, reference room, catalogue and microfilm sections, and to the art balcony.

LIFE WITH GRANDPA (McGraw-Hill)

17 minutes—sound

Discusses the problem of old age including degenerative diseases and economic insecurity. Various remedies are suggested to these and the other problems that so frequently accompany old age.

MAKING YOURSELF UNDERSTOOD (EBF)

14 minutes—sound

Most of our social and world problems stem from the problems of communication between individuals and nations. This film employes a simple case study to analyze basic factors of communication. We find in this analysis that the predispositions of the person communicating and of the audience are vital in effective communication as are the content and style of the message.

MARRIAGE IS A PARTNERSHIP (CORONET)

15 minutes—sound

Too often today, young people regard marriage as a goal in itself. Under the influence of romantic fiction, they tend to believe that all it takes to "live happily ever after" is love. This motion picture, therefore, sets out to establish a positive approach to the realities of marriage—to answer some of the major problems that

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arise during the first year of marriage: arguments, responsibilities, decisions, loyalties and other marital questions are raised and discussed in this film story.

MIDDLE EAST: POWDERKEG ON THE RIM OF THE COMMUNIST WORLD (March of Time)

26 minutes—sound

Situated on the rim of the Soviet orbit, the peoples of the Middle East—their national leaders and issues—are a major consideration—the cold war between Soviet Russia and the West.

MIGHTY LABORS (Industrial Engineering; College)

32 minutes—sound—color

Explains industrial engineering for the general public, demonstrating all phases of the timestudy, methods engineering, job evaluation, plant layout, process charting, and wage incentives, it illustrates and explains modern controls essential to economical production.

MOHAMMEDAN WORLD, THE: BEGINNINGS AND GROWTH (CORONET)

10 minutes—sound

Inter-cultural influence is the theme of this unusual film which reviews the history of the Mohammedan way of life and its impact on western culture.

MORNING STAR (EBF)

36 minutes—sound—color

Shows the hazards and hardships encountered in a sheep drive from the Salt River Valley in Arizona to the home ranch in the White Mountains. Closes with the 23rd Psalm as scenes of the trip illustrate each phrase.

NAME UNKNOWN (Sid Davis)

10 minutes—sound

The dangers that lead to sex delinquency are revealed. By relating actual incidents teenagers are warned against the dangers of parking on lonely roads, going out with people they do not know, and being picked up by strangers.

NANOOK OF THE NORTH (Athena Films)

55 minutes—sound

A documentary film of Eskimo communal life and their struggle for existence, photographed in the Hudson Bay territory.

NEIGHBORS (Int. Film Bureau)

9 minutes—sound—color

A parable about two people who, after living side by side with mutual friendliness and respect, come to blows over the possession of a flower that one day grows on the line where their properties meet.

OBLIGATIONS (Inst. Films)

17 minutes—sound

Two families illustrate the correct and incorrect manner of taking care of their obligations to one another.

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ORGANIZING A DISCUSSION GROUP (EBF)

25 minutes—sound

Designed for those who are interested in forming discussion groups, but need help in going about it. This film dramatizes various steps to be taken by a discussion group.

OUR STAKE IN TROUBLED MOROCCO (MOT)

26 minutes—sound

The building of vast airfields in Morocco by the U. S., the training of the French Air Force there, and U. N. discussion of recent outbreaks in Morocco are the highlights of this film.

PALMOUR STREET (Health Pub. Institute)

27 minutes—sound

Events in the daily life of the Negro families living on Palmour Street in Gainesville, Georgia are shown to illustrate certain basic concepts on mental health as they relate to family life, and some of the basic ways in which parents influence the mental and emotional development of their children.

POLITICAL PARTIES (EBF)

20 minutes—sound

Emphasizes that political parties provide the means by which citizens act together to choose men for public office and to further programs representing their interests. Explains how political parties operate. Points out that parties are as important when they are in the opposition as when they are exercising power. Stresses that political parties can exist only where citizens are free to express their opinions and take action on them.

POSTER MAKING: DESIGN AND TECHNIQUE (Int. Film Bureau)

10 minutes—sound—color

Layout, lettering, tracing, cutting, transfer, stenciling, and painting are manually demonstrated. Importance of correct techniques in the use of chisel-edge, stencil and small brushes is cited.

POSTER MAKING: PRINTING BY SILK SCREEN (Int. Film Bureau)

14 minutes—sound—color

A step-by-step presentation of the process involved in silk screen printing. Every detail, from the design through the mounting of silk on the frame, taping, preliminary line drawing, paint mixing, paint feeding, using the squeegee, dissolving paint, and the photographic technique for lettering to produce three-color posters is treated.

PREFACE TO A LIFE (UWF)

29 minutes—sound

Portrays the influence parents have on a child's developing personality. This is illustrated by a series of episodes in the life of a boy from his birth until he becomes an adult. Using typical situations that might occur in any family raising youngsters, the film shows the effects of three different parental attitudes toward the child. When his parents help him develop according to his own capabilities—not expecting too much of him and not keeping him too dependent on others, the boy grows up into a man capable of living a satisfying, productive life. On the other hand, when each parent tries to force him to become the kind of man each

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wishes him to be he is unable to meet their demands and grows up a restless dissatisfied person.

PRESSURE GROUPS (EBF)

20 minutes—sound

Clearly explains what pressure groups are and reveals that, when democratically used, they are a necessary instrument for decision-making in a democracy. Illustrates methods used by a representative democratic pressure group to bring about legislation for a desirable civic project. Contrasts these methods with the understanded and behind-the-scenes manipulation employed by a group attempting to prevent the passage of a bill.

PROBATION OFFICER (British Information Services)

32 minutes—sound

Presents the case of a young girl who, because she has received unsympathetic treatment at home, gets into bad company and is brought before the court for stealing. Through the work and understanding of the probation officers, the home difficulties are straightened out, and the girl is given another chance to prove her worth.

PROGRESS REPORT ON PAKISTAN (MOT)

27 minutes—sound

The proximity of Western Pakistan to the U.S.S.R. makes it an area of vital concern in the battle against Soviet aggression. In this film two early leaders of Pakistan, Jinnah and Aly Khan, describe Pakistan's hopes for a peaceful future. The history of the newly formed nation began with the largest mass migration in the history of the world. Although the nation is split in two parts geographically, her people are united in common loyalty to the Moslem religion. Justice Douglas reiterates the importance of the historic Khyber Pass as a possible corridor of invasion from the north, but he is also firm in his belief that this area would be defended to the last ditch by its sturdy, fanatical and fearless citizens.

QUEST FOR TOMORROW (Film Forum Fnd.)

21 minutes—sound

A comparison of the birth and growth of the United Nations and that of the United States.

ROOM FOR DISCUSSION (EBF)

25 minutes—sound

Develops an understanding of the processes of discussion and a desire for the participation in it. Emphasizes that discussion is the privilege and responsibility of all citizens living in a democracy.

RUBINSTEIN, ARTHUR No. 1 (World Artists)

20 minutes—sound

The soloist in the recording room and in his home, playing: Spinning Song, Mendelssohn; Liebestraum, Liszt; C#Minor Waltz, Chopin; and, A Major Polonaise, Chopin.

RUBINSTEIN, ARTHUR No. 2 (World Artists)

20 minutes—sound

One of the greatest pianists of all time in a Chopin program filmed in his own home. He plays Prelude F#Minor, Mazurka C#Minor, Nocturne F#Minor and Polonaise A-flat.

(Consult page 19 for Club Rental Plans.)

SEASIDE HOLIDAY (NFB)

10 minutes—sound—color

Prince Edward Island holds much of Canada's history in its shores. The National Park is reached by way of Charlottetown where the film pauses to honor the Fathers of Confederation who gathered there in 1864. Family picnic parties gather in woodland glades.

SEGOVIA, PEERCE AND CONNER (World Artists)

20 minutes—sound

The great guitarist, Andres Segovia is seen playing contemporary and traditional numbers from Bach, Sor, and Torroba. Peerce and Conner join together to recreate three arias for which they are most famous: O Paradiso from Meyerbeer's L'Africaine; Norina's Aria from Donizetti's Don Pasquale; and the Duet from Donizetti's Lucia di Lamermoor.

SELF-PRESERVATION IN AN ATOMIC ATTACK (UWF)

18 minutes—sound

Three servicemen demonstrate what individuals should do to protect themselves against an air of under-water explosion. The relative effects of blast, heat and radiation are also shown.

SOCIAL DEVELOPMENT (McGraw-Hill)

16 minutes—sound

An analysis of social behavior at different age levels and the reasons underlying the changes in behavior patterns as the child develops. Points out development from the state where the sexes and age are mixed indiscriminately to the points where children begin to pick members of their own sex as playmates, to seek out the natural leader for their groups.

SOCIAL REVOLUTION (EBF)

20 minutes—sound

Describes the process of social revolutionary change which has been transforming the modern world during the past two centuries and is still in progress. Points out that this process has proceeded peacefully in certain countries and has led to violent chaos in others. Suggests the responsibility of progressive nations to assume leadership in social changes.

SPOTLIGHT ON MEXICO (McGraw-Hill)

17 minutes—sound

The "land of manana"—the sleepy, lazy Mexico of travel folders is a thing of the past, says this film. Picturesque qualities have not been lost, but new factories and industrial and agricultural methods are insuring Mexico's place as a ranking nation in the Western hemisphere.

STUFF FOR STUFF (Int. Film Bureau)

19 minutes—sound

The story of trade. Cave drawings, Egyptian hieroglyphics, animated maps, and live photography are used to illustrate the transition from primitive food gathering to the complexity and interdependence of present-day international exchange.

SWITZERLAND TODAY (McGraw-Hill)

18 minutes—sound

A report on one of the world's oldest democracies which lived in

(Consult page 19 for Club Rental Plans.)

peace for almost a century while surrounded by war, revolution, famine and aggression.

TELEPHONE COURTESY (AT&T)

25 minutes—sound

Points out some obviously poor habits, and illustrates and underscores the value of good telephone manners.

TERRIBLE TWO'S AND TRUSTING THREE'S (McGraw-Hill)

22 minutes—sound

A study of child behavior at two and three years, showing what to expect from youngsters of these ages, and suggesting how parents can deal constructively with the problems they present. The film shows a group of active children in playgrounds, nursery school, and home, first as two-year-olds and then as threes. In play, we see, they learn control of their bodies, the qualities of different materials and how to give and take with other people. At home an average mother is seen handling such problems as destructiveness, tantrums, and unreasonable fears.

TITO—NEW ALLY (McGraw-Hill)

18 minutes—sound

Inside Yugoslavia as it exists today. Highlights the nation-wide drive for literacy, the establishment of vocational training schools and the state-organized trips for workers. Reviews the recent history of American-Yugoslav relations, and raises the question of Yugoslavia's position in the conflict between the USSR and the West.

TRAITOR WITHIN (American Cancer Society)

11 minutes—sound

The telling of the story of cancer, the cell growth, the lawless multiplication of gangster cells, the spreading of cancer by the lymph nodes, and the possibilities of curing and controlling the disease through the use of surgery, X-Ray and radium.

WHO'S DELINQUENT (McGraw-Hill)

16 minutes—sound

The newspaper of a typical American town investigates the causes of juvenile delinquency in the community. Many inadequacies are found and the film ends with the townspeople meeting in an effort to solve the problem.

WORLD AFFAIRS ARE YOUR AFFAIRS (EBF)

27 minutes—sound

When the Fund for Adult Education for The Ford Foundation was exploring possible projects in the area for promoting world peace, it made a grant to The Cleveland Council on World Affairs to produce a film on its work and objectives. The result is a documentary film of major significance for the promotion of world peace. The film illustrates the Council's services and educational activities designed to help citizens achieve understanding of problems arising between the U. S. and the rest of the world. It shows how civic, social and fraternal groups benefit from Council activities, such as lectures, radio, television, etc. It also provides suggestions for establishing similar councils in communities.

(Consult page 19 for Club Rental Plans.)

WORLD BALANCE OF POWER (EBF)

20 minutes—sound

Discusses the principle of world balance of power as the foundation of national independence and international peace in the modern world. Suggests that in the present international crisis new aggressions and wars can be prevented by the adherence of nations to the balance of principle.

WORLD WITHOUT END (Brandon)

45 minutes—sound

Two world famous film-makers, Paul Rotha and Basil Wright, working together at opposite ends of the earth have created a remarkable documentary film of the world's knowledge at work for the people of the world. This story of UNESCO and three other UN agencies in action was filmed in Mexico and Thailand (Siam) where the people differ in religion, language and culture —and are alike in their pain and hunger, their dependence on the land, their love of music and dancing, and their deep human appeal. Medicine, agriculture, and education in the service of human need is the inspiring theme which unifies this basic film.

FILMS FOR BUSINESS AND INDUSTRY

The films listed below are available to North Carolina Business and Industrial Organizations. A service charge of $1.00, plus return postage, will be made—maximum booking period is limited to one week. Films may be booked by the local public library from the Bureau of Visual Education, University of North Carolina, Abernethy Hall, Chapel Hill, N. C.

ALL I CAN DO (Coopers Inc)

23 minutes—sound

This film gives the average audience a first lesson in scientific selling and reteaches an old and proven philosophy—of living and working—that the modern world is forgetting about. Work hard, do your job thoughtful best, be mindful of others and enjoy the deep satisfaction of a job well done.

ALL I NEED IS A CONFERENCE (Strauss Co)

45 minutes—sound

Depicts improvements in printing by photolithography made possible by products introduced for persons already familiar with the process of photomechanical reproduction.

THE BASIC ELEMENTS OF PRODUCTION (EBF)

13 minutes—sound

The film opens on the theme that men everywhere have had to toil for the good and services they need. The four basic elements necessary for any kind of production, natural resources, labor, capital, and management are discussed.

BETTGER STORY (Dartnell Corp)

30 minutes—sound

Based on the book "How I Raised Myself from Failure to Success in Selling" by Frank Bettger.

(Consult page 19 for Club Rental Plans.)

BIG ENTERPRISE AND THE COMPETITIVE SYSTEM (EBF)

40 minutes—sound—color

Using an abundance of charts and other graphic materials, this film presents a detailed report of research into the growth of big business and its impact on national economy. The discussion deals chiefly with the relationships between big business and competition, their compatibility and interaction within our system of private enterprise.

CASUALTY INSURANCE (EBF)

20 minutes—sound—color

A vivid survey of daily hazards covered by casualty insurance including the story of one policyholder's auto crash and court trial and how it involved the services of his insurance company. Also documents safety research and engineering by insurance companies to prevent accidents, show how insurance helps stimulate business through extensive local investment, and reviews a number of career opportunities in this field.

COMPETITION AND BIG BUSINESS (EBF)

20 minutes—sound—color

Based on an objective analysis of the relationship of big business to competition, the film defines big business by placing it in its proper perspective alongside other forms of enterprise. The film analyzes the role of big business in terms of its bearing on entry into the market, technological progress, and the problem of monopoly in a society where public interest, social responsibility—is crucial.

EXPERIMENT (Gen. Motors)

12 minutes—sound

Conveys an understanding of a fundamental in getting along with people—i.e., that people can't be socked into acting or thinking way we want them to, but, like a heavy cannon ball pendulum, they will respond to a series of gentle pushes.

FACE IN THE MIRROR (Jam Handy)

28 minutes—sound

The experiences of a salesman with sales persons when he takes the role of a buyer on his day off.

GENERAL MILLS TODAY (Gen. Mills)

16 minutes—sound

Figures from the company's 1947-48 income statement and balance sheet are brought to life by means of stop-motion photography. Also shows important developments of the company during the past year.

HUMAN BRIDGE (Ford)

28 minutes—sound—color

Traces the birth of a car from the drawing board to the roads of the world. Shows how 140,000 people take an idea, seen first in rough pencil sketches, and transform it into a new product. Millions of operations are condensed kaleidoscopically into half-an-hour film.

IMPORTANCE OF SELLING (EBF)

20 minutes—sound

The role of selling in modern business organization is shown in this film which gives particular emphasis to services provided

(Consult page 19 for Club Rental Plans.)

by salesmen to business and to the consumer. Describe the structure of typical sales organizations, shows the duties of sales executives, and illustrates the importance of selling to our society.

IN BALANCE (Wilding)

38 minutes—sound

Presents arguments in favor of building up a cash reserve for business through the story of two fishermen. Argues the case for high business profits, and tries to justify the payment to shareholders of comparatively low dividends during a prosperous period like the present.

INFLATION (EBF)

17 minutes—sound

Defines inflation, reveals its causes and effects, and indicates measures for the solution of it.

INNER MAN STEPS OUT (Pathescope)

35 minutes—sound

Film designed to create an awareness and sensitivity on the part of supervisory personnel and management to the human problems that are a vital part of their jobs.

INSTRUCTING THE WORKER ON THE JOB (UWF)

14 minutes—sound

A new girl worker is told to do a job on the drill press. She fails to master the job and is then shown how to do it. This does not work and in distress she leaves the machine. The supervisor does a careful job of instructing the next girl who becomes a competent operator. Thus the difference between telling, showing and instructing is made clear.

INSURANCE AGAINST FIRE LOSSES (EBF)

14 minutes—sound

Explains fire insurance as the institution through which we meet the problem of possible financial loss by fire. Portrays the basic principle of spreading the risk. Reviews detailed operations required on the part of insurance organizations. Depicts factors affecting the cost of the premium and methods of paying losses. Points up suggestions for reducing firehazards. one in cartoon style.

IT'S EVERYBODY'S BUSINESS (US Chamber of Commerce)

22 minutes—sound—color

This film explains how our business system, built on a firm foundation of freedoms, has given America the highest standard of living in the world. It dramatizes the dangers to our personal, political and economic freedoms and emphasizes the importance of protecting these freedoms.

MOTION STUDY PRINCIPLES (IowaSt)

22 minutes—sound

In the first part of the film, the assembly of three washers into a bolt is used. In the second part the refrigerator door knob assembly shows how foot operated fixtures relieve the hands of work, make the job easier, and save time. The third shows how smooth curved motions may be substituted for abrupt changes in direction resulting in a better and easier method.

(Consult page 19 for Club Rental Plans.)

N.C. INDUSTRIAL COMMISSION SAFETY FILM AS OTHERS SEE US (UNC)

19 minutes—sound

Story about textile safety which places responsibility for accidents not only on those involved in them, but on everyone who breaks safety rules, thus setting the example which finally hurts someone. North Carolina mills used as background and North Carolina textile workers as actors.

OFFICE ETIQUETTE (EBF)

16 minutes—sound

Emphasizes the importance of courtesy in everyday business contacts by portraying ways in which office etiquette contributes to success in office relationships. (Sr. High through Adult)

OFFICE TEAMWORK (EBF)

12 minutes—sound—color

Illustrates the importance of cooperation among the members of a business organization. Dramatizes representative office situations in which teamwork is extremely important, and reveals the effects of various employee attitudes on company morale and business.

PRODUCTIVITY—KEY TO PLENTY (EBF)

20 minutes—sound

Explains vividly and dramatically how we in America have attained the world's highest standard of living we have developed and learned to use machines—machines which, in turn, have enabled us to achieve a tremendous capacity for production. Warns that continued prosperity depends on our uninterrupted technological progress and on our full use of the basic sources of power.

SALESMANSHIP (McGraw-Hill) 4 Films

Prospecting—10 minutes—sound
PreApproach—10 minutes—sound
Approach—10 minutes—sound
Making That Sale—14 minutes—sound

Each of these four areas is the subject of a film that emphasizes the principles applicable to that area, discusses the benefits of using, and the negative results of not using these principles, then demonstrates their successful application thru the experiences of topnotch salesmen. MAKING THAT SALE also provides a quick review of the steps leading up to the final close of the sale.

SAILING ALONG IN SELLING (Bills Sales Consultants)

30 minutes—sound

The primary purpose of this film is to provide men and women who sell with the techniques for organizing their presentations persuasively.

STORY OF MENSTRUATION (IntCellucotton)

10 minutes—sound—color

Animated drawings and diagrams are used to explain the physiology of menstruation in women, suggest methods of care and hygiene, and encourage a healthy attitude toward the process.

TELEPHONE COURTESY (AT&T)

25 minutes—sound

Points out some obviously poor habits, and illustrates and underscores the value of good telephone manners.

(Consult page 19 for Club Rental Plans.)

WORKING TOGETHER (Instr. Films)

23 minutes—sound

The story of how a workable adjustment of the interests of labor and management were achieved between the American Lead Pencil Company of Hoboken, New Jersey, and the local unit of the Textile Workers, CIO formed at the plant in 1937.

(Consult page 19 for Club Rental Plans.)

FILMS DEPOSITED BY NORTH CAROLINA EDUCATION ASSOCIATION

The following films have been deposited with the Bureau of Visual Education, by the North Carolina Education Association, for distribution. A service charge of $1.00 plus return postage is made to cover postage, insurance and inspection.

FIGHT FOR BETTER SCHOOLS (MOT)

20 minutes—sound $1.00

The story of how the aroused citizens of Arlington County, Virginia raised their schools from the nation's poorest to a level that Dr. William A. Early, superintendent, calls "an educator's dream." The people of Arlington planned and worked to improve their schools. They voted money for more teachers. They erected new buildings. They expanded facilities by providing additional equipment. The film shows what every town can do when it becomes interested in its school problem.

FREEDOM TO LEARN (NEA)

27 minutes—sound—color $1.00

This film shows that modern schools prepare our children to assume their responsibilities as good citizens. It explains that respect for facts, constant search for the truth, and knowledge of the world as it actually is are essential in this preparation.

MIKE MAKES HIS MARK (NCEA)

29 minutes—sound—color $1.00

This motion picture shows what a school can do in helping to prevent juvenile delinquency. It is the story of a boy and his future.

SECURE THE BLESSINGS (NCEA)

30 minutes—sound $1.00

Dramatizes the role of the public school in a democracy. Five main characters, a farmer, businessman, labor leader, housewife and Congressman are faced with everyday problems. How they solve these problems is to a great extent, determined by the kind of education they have received in our public schools. The film points out that one of the best places to learn to respect the rights and understand the problems of others is in a public school. Recommended for PTA Groups.

SIXTH CHAIR (NCEA)

20 minutes—sound $1.00

A dramatic portrayal of the dangers of the public's complacency toward education, The Sixth Chair stresses the need for building construction and modernization, more teachers, and plenty of up-to-date education tools. A successor to *Pop Rings The Bell*, this film is execellent for PTA and community groups.

SKIPPY AND THE THREE R'S (NCEA)

29 minutes—sound $1.00

This is a film that every teacher will want to show to the parents of the children in her classroom. It is a detailed and accurate account of how children learn the 3 R's. But more important, it shows that children learn the basic tools naturally and easily. It shows that the 3 R's are tools to help children understand and work and live "satisfyingly" in the world about them.

(Consult page 19 for Club Rental Plans.)

TEACHER, THE (EBF)

16 minutes—sound $1.00

Tells the story of Julia Whittaker, a teacher who is offered another interesting job but who decides to remain in her chosen profession. Dramatically emphasizes the important work of a teacher in training future citizens. Describes the training teachers receive and suggests some of the satisfactions they get from their work. Although created especially for use in the early school grades, because of its dramatic content, this film is excellent for teacher training and recruitment.

WHAT GREATER GIFT (NCEA)

28 minutes—sound $1.00

A motion picture dramatizing the teacher as a professional person. It is no longer true nor was it ever in fact, that "just anybody can teach school." Today's teachers needs professionad preparation to acquire the understandings and skills essential to good teaching. To dramatize the teacher as a professional person and show something of what teaching is all about is the purpose of this new motion picture.

(Consult page 19 for Club Rental Plans.)

MAGNETIC TAPES FOR TEACHING AND ADULT EDUCATION

Note: This is a magnetic tape duplicating service and not a rental program. Blank magnetic tape must be furnished by the individual or institution requesting this service. Programs selected will be reproduced on your blank tape for a small service charge.

HOW TO ORDER MATERIALS

Each school must provide its own tapes and shipping containers.

1. Mail your magnetic tape postpaid, in standard 400 ft. fiber film mailing cases or the corrugated cardboard mailing folders for tape. (Fiber film mailing cases and tape can be purchased through most most Audio-Visual dealers.)
2. Fill out a card, cut to fit the holder on your shipping case. Put your return address on one side of the address card and on the other side put the following:

   Bureau of Audio-Visual Education
   Extension Division
   University of North Carolina
   Box 1050
   Chapel Hill, North Carolina

   Place stamps adequate to carry the container on **both** sides of the card, the one side for shipment to Chapel Hill and the other side for the return to your address.

   In case you use gummed labels, place the return label with the proper stamps in the shipping case. (Tapes may be shipped under the same postal rates as films, Section 34.83 (E) PL&R.)
3. Type on a card your regular letterhead the code number of the programs you wish to have recorded. Give the name of your recorder and the model, also the speed of the recorder (3¾" or 7½" speed.)

   Place this order in a separate envelope and stamp with regular 3c stamp and attach to the outside of the shipping container.

   Note: If orders are placed in the shipping container, the entire container may be held for first class postage.
4. Mail container and letter to:

   Bureau of Audio-Visual Education
   Extension Division
   University of North Carolina
   Box 1050
   Chapel Hill, North Carolina

A small service charge is made to help defray the cost of copying the program from the master tapes to your tapes. The charge is 50 cents for 15 minutes of program material or less and $1 for program material running from 16 to 30 minutes. The cost of return postage will also be added unless return postage is supplied with the order.

Payment may accompany an order, or payment may be made when an invoice is received. The Bureau of Audio-Visual Education will regularly submit a monthly statement of account to each customer. Payment should be made in 30 days unless other arrangements are made. All accounts should be paid not later than June 30. Checks should be made payable to the Bureau of Audio-Visual Education, Chapel Hill.

TYPE OF RECORDING

Recordings can be made at three speeds, 3¾", 7½" and the faster 15". Most schools now have equipment with either the 3¾" or 7½" speed. In most cases better re-recording can be provided on the tape recorders operating at the 7½" speed. Our recording equipment will duplicate one way (single track) only. This allows you to edit the tape as you choose without spoiling part of a program that might be on a dual track. However,

(Consult page 19 for Club Rental Plans.)

dual track machines will reproduce single track tapes, and the single track scale below should be used to establish the length of tape required for a specific program. Be sure to send enough tape for the programs requested.

Tape Length	Machine Speed—Single Track		
	3¾" per sec.	7½" per sec.	15" per sec.
150'	7½ min.	3¾ min.	.....
300'	15 min.	7½ min.	3¾ min.
600'	30 min.	15 min.	7½ min.
1200'	60 min.	30 min.	15 min.

SEND GOOD TAPE

In order that the Bureau of Audio-Visual Education can provide you with the best programs, it is suggested that you send new tape if possible. If you do send used tape, be sure that the tape is spliced properly. If you splice tape, splice it on the uncoated side. On plastic tape the uncoated side is the shiny side, and on paper tape the uncoated side is the light colored side. If magnetic tape is spliced on the coated side it may cause blank spots on the tape that will not record.

When splicing tape use the special splicing tape that has a non-running adhesive. A roll of this tape should be kept with every tape recorder. Small, inexpensive splicing hooks for magnetic tape are available from most dealers.

ORDER TAPES IN ADVANCE

If you desire a specific program for a special time, be sure to order well in advance of your need. It is expected that many requests will be made for magnetic tape recordings. Requests will be accepted and recorded in the order received and under ordinary circumstances the re-recording will be completed and returned within a few days.

IMPROVE YOUR UTILIZATION OF TAPE

Magnetic tape recordings must be used with a specific instructional plan if they are to provide the greatest value in the classroom. Like other instructional materials the tape recording must be built into the unit of study if it is to meet specific objectives.

1. Select your tape recordings with specific objectives.
2. Pre-listen to all tapes before using them in the classroom.
3. Introduce the tape recording to the class and discuss with them what you expect them to receive from the lesson.
4. Have the recorder ready to use to save time in the classroom.
5. Discuss the contents of the tape recording following its use.
6. Replay parts of the tape if necessary.

EVALUATION

Schools using the tape programs listed in this catalog are asked to help evaluate programs and report to the Bureau of Audio-Visual Education so that the less useful programs can be eliminated and new programs added.

Note: Original order for tape recordings will be returned to the addressee with a FREE copy of Tape Recording In The Classroom, a handbook for teachers and administrators.

Recorded programs included in this collection were reproduced from the National Tape Recording Catalog sponsored by the Department of Audio-Visual Instruction, NEA, Association for Education by Radio-Television, Kent State University. The North Carolina programs were produced by the Communications Center, and academic departments of the University of North Carolina.

TAPE RECORDINGS

Listed alphabetically by subject classification

AIR AGE

Produced by: Nebraska Air Age Division
Submitted by: Bureau of Audio-Visual Instruction, Extension Division, University of Nebraska.
Programmed with local "opener" and "closer."

These programs deal with the general area of aviation and its effect on the lives of today's children.

Code No.	Program Title	Length of Program
TAA1	**Saving Our Food and Resources.** Crop dusting and fighting fires.	15 min.
TAA3	**Air Is Real.** How an airplane flys.	15 min.
TAA6	**History of Flight**	15 min.
TAA8	**Depot of the Sky.** Airport terminal.	15 min.

CHILD GROWTH AND DEVELOPMENT

Produced by: Parent Education Department of the Institute of Child Welfare, University of Minnesota.
Submitted by: Minnesota Department of Education.
No broadcast restrictions.

A series of panel discussions developed to answer questions parents frequently ask about problems in child development.

Code No.	Program Title	Length of Program
TCS1	**Discipline.** Questions what is meant by discipline, constructive ways to discipline, and effects on child's behavior.	15 min.
TCS2	**Problems of Adolescence.** Discusses the pattern of adolescent growth, tells why emancipation is necessary and how adolescents can be brought to take responsibility.	15 min.
TCS3	**Heredity and Environment.** How these factors work together in human development; limits imposed by heredity; setting up a stimulating environment.	15 min.
TCS4	**Intelligence and Development.** A discussion of how children grow in intelligence, what intelligence tests mean, and the special problems of children who are below and above average in intelligence.	15 min.
TCS5	**Interests and Social Development.** How interests change with age; how social participation can be encouraged and leadership developed.	15 min.
TCS6	**Delinquency and Adjustment.** Discussions of predelinquency, how difficulties may be met, and how the badly adjusted child can be helped.	15 min.

CITIZENSHIP AND GOVERNMENT

Produced and submitted by: Phoenix College, Arizona.
Broadcast only with permission from Senator Paul Douglas.

Code No.	Program Title	Length of Program
TC1	**Ethics in Government.** Senator Paul Douglas speaks on ethics in government.	30 min.

CONSERVATION

Produced and submitted by University of North Carolina Communications Center.

A series of thirteen documentary recordings on the development of the natural, social, and human resources of North Carolina.

Code No.	Program Title	Length of Program
T83	**The Silent Siren**	7 min., 30 sec.
T84	**What Would You Do?**	7 min., 30 sec.
T85	**Heartbeat**	7 min., 30 sec.
T86	**The House You Live In**	7 min., 30 sec.
T87	**800,000 Years**	7 min., 30 sec.
T88	**Prophesy of Plenty**	7 min., 30 sec.
T89	**No Sale**	7 min., 30 sec.
T90	**Bring Out Your Dead**	7 min., 30 sec.
T91	**The Leaves of the Tree**	7 min., 30 sec.
T92	**The Shot Worth 100 Million Dollars**	7 min., 30 sec.
T93	**Your Future—Here Today**	7 min., 30 sec.
T94	**Thousands of People**	7 min., 30 sec.
T95	**Grandchild of Necessity**	7 min., 30 sec.

FAMILY LIFE

Produced and submitted by Cornell University Tape Recording Center
No broadcast restriction.

These programs are designed for parents, but will also be useful for teachers, especially for those doing guidance work in schools, and Parent Teacher Association.

Code No.	Program Title	Length of Program
TF1	**Family Recreation.** Some of the whys and hows of doing things together as a family group.	9 min.
TF2	**Growing Up Is Serious Business.** Some of the ways in which adolescents and their parents can see the other's point of view.	10 min.
TF3	**A Place to Grow.** Some of the ways in which parents can help their children to arrive at self-discipline.	11 min.
TF4	**Decisions on Dating**	10 min.
TF5	**Age of Adventure.** Suggests some ways that may help parents to understand their pre-adolescent children.	11 min.
TF6	**Your Child in the Community.** Discusses the difficulty that may arise when youngsters take part in so many activities that they have little time for relaxation and no time to be with their families.	10 min.

GUIDANCE

Produced and submitted by Indiana University Radio and Television Service.

No broadcast restrictions.
Programmed with local "opener" and "closer."
and diologue.)

These recordings are designed to help young people in coming to an understanding of themselves as personalities, of the environments in which they live, and of social problems and opportunities in their own communities and in society at large.

Code No.	Program Title	Length of Program
TG1	**An Introduction to You**	14 min., 30 sec.
TG2	**Growing Into Maturity**	14 min., 30 sec.
TG3	**So What Is Maturity**	14 min., 30 sec.
TG4	**Personality's The Thing**	14 min., 30 sec.
TG5	**What Is Normal Growth**	14 min., 30 sec.
TG6	**What's on Your Mind**	14 min., 30 sec.

FOREIGN LANGUAGE*

Code No.	Program Title	Length of Program
T80	French (High School pronunciation drills; grammar grammar and dialogue.)	30 min.
T81	Spanish (High School pronunciation drills; grammar and dialogue.)	30 min.
T82	German I (College Level for correspondence course in German I.)	60 min.

* The French and Spanish tapes will be done by the faculty of the University of North Carolina Romance Language Department on request. Send name of high school, text, and lesson to be covered. Tapes will be in units of 15 minutes each, two lessons to one 30 minute program.

LITERATURE

Code No.	Program Title (Taken from **American Adventure Series**)	Length of Program
T66	**An Unfound Door.** A study of the dedicated spirit. The story of novelist Thomas Wolfe when as a young man he is offered security at the price of his dream.	30 min.
T70	**Appointment at Fords.** A study of a man's attitude toward his destiny. The story of the latter days of Lincoln.	30 min.
T56	**Grandfather Jefferson.** A study of a grandfather's love for his grandchildren. The story of the latter days of Jefferson.	30 min.
T72	**Johnny Appleseed.** A study of an individualist. The story of the pioneer, Johnny Chapman.	30 min.
T68	**Story of A Poet.** A study of an artist in our society. The story of Edgar Allen Poe.	30 min.
T76	**The Orchid.** A study of strength and humility. The story of early days in the life of George Washington Carver.	30 min.

Folk Songs: (See Music)

MATHEMATICS

Produced by: Mathematics Department, University of Oklahoma.
Submitted by: Audio-Visual Education, University of Oklahoma.
No broadcast restrictions.
Programmed with local "opener' and "closer."

Discussions intended to arouse interest in mathematics.

Code No.	Program Title	Length of Program
TM1	**Mathematics—Our Great Heritage**	14 min., 30 sec.
TM2	**How Mathematics Started**	14 min., 30 sec.
TM3	**The Struggle for a Number System**	14 min., 30 sec.
TM4	**Butter and Eggs Mathematics**	14 min., 30 sec.
TM5	**Mathematical Pastimes**	14 min., 30 sec.
TM6	**Codes and Ciphers**	14 min., 30 sec.
TM7	**Proving the Impossible**	14 min., 30 sec.
TM8	**Misinterpretation of Statistical Data**	14 min., 30 sec.
TM9	**Quality Control**	14 min., 30 sec.
TM10	**Entertaining Mathematics**	14 min., 30 sec.

MENTAL HEALTH

Produced by University of North Carolina Communications Center in collaboration with the N. C. Alcoholic Rehabilitation Board; written by John S. Clayton.

The purpose of this series **Anyone You Know** is to present alcoholism as an illness from many points of view in order that the general public might be better able to deal with it unemotionally when they come in close contact with it.

Anyone You Know Series

Code No.	Program Title	Length of Program
T1	**Anyone You Know**	15 min.
T2	**In Sickness And In Health**	15 min.
T3	**The Doctor**	15 min.
T4	**The Long Night**	15 min.
T5	**Morning After**	15 min.
T6	**I Will Come and Heal Him**	15 min.
T7	**No Cure**	15 min.
T8	**The Tough Part**	15 min.
T9	**The Helping Hand**	15 min.
T10	**Decision Yours**	15 min.
T11	**The Alcoholic**	15 min.
T12	**Talk Program I**	15 min.
T13	**Talk Program II**	15 min.

MUSIC

Produced by: Dr. A. P. Hudson, Kenan Professor of English, University of North Carolina, Executive Secretary Folklore Curriculum, Vice Chairman University of North Carolina Folklore Council.

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Code No.	Program Title	Length of Program
T27	**Edward, Dandoo** (Wife Rapt in Weather's Skin), **Merry Golden Tree** (Golden Vanity), **The Tree in the Wood, Old Veen** (Old Blue), **Froggie Went A-Courtin', Buy A Broom, Cumberland Gap.** Sung by: Dean Earnest Bird, Western Carolina Teachers College, Cullowhee, N. C.	30 min.
T28	**The Little Scottie** (Young Hunting), **At Home My Las-** adolescents and their parents can see the other's	15 min.

sie, One Morning in May (The Nightengale), **Lord Thomas and Fair Annet** (stanzas 14-18), **When The Booze Yacht Run Ashore.**

Sung by: Andra Joy Hamilton

T29 **The Twa Sisters, Do Come Along, Cindy, The Banks of the Ohio.** 15 min.

Sung by: Bob Keppel

Good Ole Mountain Dew, Cripple Creek.

Sung by: George Pegram and Red Parham

Yellow Fawn

Sung by: Ulysse Lancaster

T30 Folk Tale, **The Miller and the Devil** 15 min.

Told by: George Coffin Taylor

Vandy, Vandy

Sung by: Manly Wade Wellman and Margaret Underwood

Model "T' and the Cannon Ball, Fox Chase

Sung by: George Pegram and Red Parham

The Mocking Bird

Sung by: George Pegram, Red Parham, Bob Keppel, and Robert B. House

T80 **English, American and Mexican Folk Songs** 15 min.

Sung by: Mrs. Caroll Riley

T81 **Program of Old English Ballads and American Folk Songs** 30 min.

Sung by: Margaret Underwood

Program of Hymns and Spirituals

Sung by: Soloist and chorus organized by Dan Patterson

T82 **Elizabethan Art Songs Based on English Folk Songs** 15 min.

Sung by: Joan Davis

T83 **Native North Carolina Murder Ballads, Omie Wise** 15 min.

Sung by: Forest Covington

Frankie Silver

Sung by: I. G. Greer

Tom Dooley

Sung by: Norman Cordon

Note: **Nellie Cropsey** and other selections may be secured by special request.

SCIENCE

Produced by: University of North Carolina Communications Center.

Code No.	Program Title	Length of Program
	Man And The Universe Series	
T14	**Atomic Energy in War and Peace.** The story of Hiroshima; Dr. Fermi's research at the University of Chicago; scientific explanations of atoms.	15 min.
T15	**Atoms and Atom Smashing.** From the alchemist to today's scientists.	15 min.
T16	**Building Blocks of the Universe.** The spectroscope; discovery of various elements of the universe.	15 min.
T17	**Half A Mile Beneath The Sea.** Dr. Beebe and the bathysphere.	15 min.
T18	**Music in the Air.** The miracle of radio.	15 min.
T19	**Pestilence Is Halted.** Edward Jenner,—innoculations and vaccinations.	15 min.
T20	**Search Into The Stratophere.** Man's first ascension into the unknown stratosphere and progress to date.	15 min.

T21	**Sound on Wax.** Records from Edison s day to 1950.	15 min.
T22	**Star of Bethlehem.** The blending of science with the Christmas story.	15 min.
T23	**Talking Over A Wire.** The story of Alexander Graham Bell and his first telephone.	15 min.
T24	**The Calendar.** The story of Julius Caesar and the origin of the first calendar.	15 min.
T25	**To The Ends Of The Earth.** Arctic and Antarctic explorations.	15 min.
T26	**We Sleep Through Pain.** Dr. Horace Wells, Dr. William Morton, and the story of anaesthetics.	15 min.

SOCIAL STUDIES

Produced by: University of North Carolina Communications Center.

Code No.	Program Title **University Hour Program Series**	Length of Program
T31	**A Game for Children.** The founding of Woman's College, based on life of Charles Duncan McIver.	30 min.
T32	**Checkmate.** The fight for woman's suffrage and education in the state of N. C.—Harriett Elliott	30 min.
T33	**Dedication of Triumph.** Founding of the Carolina Playmakers—Professor Frederick H. Koch.	30 min.
T34	**Double Victory.** How the University of North Carolina was saved from General Grant and the Civil War—Governor David Swain.	30 min.
T35	**Final Decision.** About a North Carolina member of Lafayette Ascadrille—James Henry Baugham.	30 min.
T36	**Genius Will Out.** The background of "the father of the American Navy," John Paul Jones,—based on the life of Willie Jones of Halifax.	30 min.
T37	**Grenade.** Lt. John Oliver Ransom's life story—from athlete to "dead hero."	30 min.
T38	**Man In A Hurry.** The story of a man in a hurry who could always find time to defend the cause of justice—Zeb Vance.	30 min.
T39	**Man With A Smile.** Carolina's famous baseball mentor coach's life from start to present—Bunn Hearn.	30 min.
T40	**Mr. Shaw and The Desperado.** How George Bernard Shaw gained his first biographer — Archibald Henderson.	30 min.
T41	**New Hope.** The renaming of Chapel Hill—James Caldwell	30 min.
T42	**Not By The Book.** The man who foresaw Gettysburg—James Johnson Pettigrew.	30 min.
T43	**Operation Over-Lord.** The founding of the U. S. Airborne—based on the life of General William Carey Lee.	30 min.
T44	**People's Choice.** The "Educational Governor"—Charles B. Aycock.	30 min.
T45	**Remember Me.** The story of an All-American, athlete and man—Andy Bershak.	30 min.
T46	**Smartest Woman.** The "smartest woman" in North Carolina, yes,—and the "smartest man" too—Cornelia Spencer.	30 min.
T47	**The Target.** A story of David Swain and his battles and victory for the maintenance of the University of North Carolina.	30 min.
T48	**The Wasp.** A story of the man who, almost single-handed, saved the United States—Johnston Blakely.	30 min.

T49	**To The Victor.** Kemp Plummer Battle's victorious fights for the State and University.	30 min.
T50	**Unchanging Moon.** The story of a bomber's moon,—a lover's moon, based on the life of Marshall Smith.	30 min.
T51	**Upon The Mountain.** Mt. Mitchell and how it was discovered—Elisha Mitchell.	30 min.
T52	**With Malice Toward None.** The first romantic step toward reconciliation between the North and South—Ellie Swain.	30 min.
T53	**Young Hickory.** The story of James K. Polk, and how the University of North Carolina aided him in his office as President of the United States.	30 min.

Produced by: University of North Carolina Communications Center; written by John Ehle; directed by John S. Clayton.

A study of man in the New World; his values and his characteristics, who he is, what he believes, what he lives by. Twenty-six half-hour radio dramas about the American people. Produced on grants-in-aid from the National Association of Educational Broadcasters, made possible by the Fund for Adult Education and the Education Radio and Television Center.

Code No.		Program Title	**American Adventure Series**	Length of Program
			Part One	
T54	1.	**King With Crown.**	A study of dignity and self-sacrifice. The story of a slave boy on a slave ship, and the man who helps him.	30 min.
T55	2.	**Hearthfire.**	A study of home and family. The story of a Tennessee family forced to leave the family homestead when the TVA constructs Norris Dam.	30 min.
T56	3.	**Grandfather Jefferson.**	A study of a grandfather's love for his grandchildren. The story of the latter days of Jefferson.	30 min.
T57	4.	**Grenade.**	A study of an aspect of basic patriotism. The story of a Negro soldier in the first World War who has no stock reasons for fighting.	30 min.
T58	5.	**The Eccentric.**	A study of the eccentric in our society. The story of an outspoken philosophy professor.	30 min.
T59	6.	**The Rat On Lincoln Avenue.**	A study of some attitudes toward authority. The story of the death of an outlaw.	30 min.
T60	7.	**The Zenger Trail.**	A study of faith in the common man. The story of an historic incident in the struggle between authority and freedom of the press.	30 min.
T61	8.	**The Federal Lion.**	A study of some popular attitudes toward politics. The story of a male lion, Memoun Bashaw, a gift from the Emperor of Morocco to President Andrew Jacksn, and the resulting tempest in a teapot.	30 min.
T62	9.	**Pioneer Call.**	A study of the challenge of new frontiers. The story of a son who never can be satisfied.	30 min.
T63	10.	**Dial Emergency.**	A study of neighborliness. The story of a young lady who must find her brother "somewhere in Maryland," and the people who help her.	30 min.
T64	11.	**The Resolute.**	A study of persistence in the face of repeated failure. The story of Cyrus Field, who on his fifth attempt lays the Atlantic Cable.	30 min.
T65	12.	**Paint the Big Canvas.**	A study of visionary plan-	30 min.

ning. The story of L'Enfant, designer of Washington, D. C.

T66	13.	**An Unfound Door.** A study of the dedicated spirit. The story of novelist Thomas Wolfe when as a young man he is offered security at the price of his dream.	30 min.
T67	14.	**Builders On The River.** A study of the artisan in our society. The story of a carpenter in the depression years who built himself a house.	30 min.
T68	15.	**Story Of A Poet.** A study of an artist in our society. The story of Edgar Allen Poe.	30 min.
T69	16.	**The Yankee Loves A Lady.** A study of love and duty. The story of a northern general who falls in love with a southern girl just after the Civil War.	30 min.
T70	17.	**Appointment At Fords.** A study of a man's attitude toward his destiny. The story of the latter days of Lincoln.	30 min.
T71	18.	**The Demagogue.** A study of a warped political campaign. The story of a man who has to win at any cost.	30 min.
T72	19.	**Johnny Appleseed.** A study of an individualist. The story of the pioneer, Johnny Chapman.	30 min.
T73	20.	**The Freeman.** A study of a citizen who stands against social pressures. The story of Joseph Palmer, who insists on his right to wear a beard.	30 min.
T74	21.	**Runaway Justice.** A study of loyalty to state and conscience. The story of a southern plantation owner who aids two runaway slaves.	30 min.
T75	22.	**Man Of Iron.** A study of courage. The story of Ezra Lee and the first submarine mission.	30 min.
T76	23.	**The Orchid.** A study of strength and humility. The story of early days in the life of George Washington Carver.	30 min.
T77	24.	**Leader Of A Dream.** A study of the visionary planner. The story of a man who failed, but whose plans lived after him.	30 min.
T78	25.	**The Battle.** A study of war. The story of a family and the Battle of New Orleans.	30 min.
T79	26.	**The Judas Tree.** A study of loyalty to one's country. The story of the crucial decision of Robert E. Lee.	30 min.

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UNIVERSITY OF NORTH CAROLINA
EXTENSION BULLETIN
VOL. XXXV SEPTEMBER, 1955 No. 1

Extra Edition

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UNIVERSITY OF NORTH CAROLINA

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FOREWORD

The use of standardized tests in instruction has become accepted practice in public schools of today. The need for a central depository where teachers can go to examine and select tests appropriate to their needs and also receive professional counsel on testing problems is always pressing.

Ninety per cent of the State's elementary schools with four or more teachers have used one or more kinds of published tests within the past two years according to 1467 replies to a questionnaire issued by the Department of Public Instruction in a recent survey of testing practices. Almost twenty per cent of these schools have a continuing or long range program of testing.

The services of the School Tests and Material Office of the Extension Division of the University of North Carolina can be of inestimable value to the public schools of North Carolina in this phase of instruction.

State Superintendent of Public Instruction

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TESTS AND THEIR USES

The Extension Division together with the School of Education would like it clearly understood that their purpose in handling tests is to facilitate the uses of these instruments in improving the learning of children of North Carolina. We believe that testing is an essential part of the learning process, and that pupils learn more rapidly, more accurately, and more permanently when they are tested with well chosen tests. To us the sale of tests is merely the beginning of a program for improving instruction.

In this bulletin we shall discuss three types of tests: (1) Achievement Tests, (2) Intelligence Tests, and (3) Interest Inventories.

Achievement tests are instruments to check upon the outcomes of teaching. If well-selected tests are used, more certain conclusions concerning the results of instruction can be drawn. Best results of learning are reached when both the teachers and the pupils have the goals or objectives of their teaching clearly defined, when materials are so manipulated that progress towards these goals is assured, and when there is an evaluation of the results obtained. Evaluation is always in the form of a judgment—a value judgment. Now these judgments of success or failure are made more clear and more definite when carefully prepared tests reflect the progress of pupils toward the defined goals. Defining the objectives of learning and testing are all parts of the same process. Testing, then, is not an added external activity but an integral part of the educative process.

Teachers have been using tests of some kind since the time of the first school, but their tests have not been too efficient. When two teachers grade the same paper, or when the same paper is graded by the same teacher a second time, wide differences in scores appear. In one case a photostatic copy of a geometry paper was sent to over a hundred teachers of mathematics to be scored. The results were truly ludicrous for the marks ranged from 28 to 92. It is possible to offer study after study whose results offer conclusive evidence that teachers' marks are not accurate.

It was to improve such variations in school marks that *standard achievement tests* were developed. These tests are bet-

ter than the ordinary teachers' hastily constructed examinations in the following particulars:

1. Items are carefully constructed. They are selected by experts usually from facts and principles which occur most frequently in several courses of study. These items are then tried out in a preliminary way and are reworked as a result of this experience.
2. After agreement has been reached on the items to be included in the test, norms for each grade or subject are derived from test scores secured from a large representative sample (in some cases three or four hundred thousand) of the school population of the United States. *These norms are extremely useful as points of reference.* One can by administering such tests to a single class or to several classes in a school system determine the grade level achieved by each class.
3. The scoring is generally objective in that two careful scorers will come to the same conclusion concerning the value of the test.

There are a great variety of standardized tests available. Among them are:

1. **Achievement Tests.** These tests are most like the tests constructed by teachers for use in class. Test batteries which measure progress in reading, vocabulary, arithmetic, language, spelling, etc., are most frequently used. There are also separate tests of reading, arithmetic, language, and other subjects, which cover more completely these areas. Dr. Brown, in this bulletin, discusses the uses of reading tests while Dr. Hunt discusses tests at the high school level.
2. **Intelligence Tests.** By selecting items common to the experience of all children, and by avoiding those dependent upon schooling, it is possible to construct tests, called intelligence tests, which help us discover what a child can do rather than what he has done.

   Intelligence tests have wide spheres of usefulness. They have been found to be of use at the beginning of a child's entrance into the formal school work of the first grade It

has been shown that a mental age of six as derived from intelligence tests is necessary for a happy mastering of first grade work. Tests show that first grade children vary in mental age from 4 to 8. Intelligence as measured by tests is necessary to learn successfully the usual school work, especially that part dependent upon the mastery of verbal material. Intelligence tests have also been highly useful in defining more precisely the lower limits of learning capacity such as the idiot, the imbecile, and the moron, as well as those of great ability, such as the bright, the very bright, and the gifted. In the areas of educational guidance intelligence tests have been found especially useful because they help us decide whether this failing boy is only lazy or is lacking in ability. They do aid us, then, in guiding children and students into school work where they can work happily. These are only a few illustration of the great variety of uses to which intelligence tests may be put.

3. **Interest Inventories.** At the high school level such inventories help the teacher, the counselor, and the student to know better what areas of activity are most attractive to the student. This information is helpful in planning for him courses of study and possible occupations. Dr. Ellis discusses interest inventories in his section on the uses of tests in guidance.
4. There are other tests, inventories, rating scales, etc., which are carried by the School Tests and Materials Office of the Extension Division. Among these, tests of mechanical, clerical, and musical aptitudes deserve special mention because they are immediately useful in school. Inventories of adjustment, sometimes called personality tests, should be used and interpreted with the greatest care.

Uses of Standardized Reading Tests

Every teacher knows that continuous evaluation must be a part of good teaching. At the close of each lesson a teacher is appraising the learning which has taken place during the previous period and asking herself how well the children learned what was planned for them. In addition to this continuous evaluation there must be, at stated intervals, a more objective appraisal

of the growth of children. This may include teacher observations, teacher-made tests, informal inventories, and standardized tests.

A study and evaluation of pupil growth seems especially important in a skill area like reading, where the acquisition of basic skills must precede the learning of more mature skills. The current view-point which emphasizes meeting the needs of the individual and taking the child where he is and giving him maximum growth requires the use of standardized tests if the teacher is to know where the child is and what his needs are.

Standardized tests in reading may be classified into two groups: achievement tests and diagnostic tests. The achievement test is a standardized test which enables a teacher to compare those tested with established norms. This enables the teacher to know how the scores of a child, or of a group of children, compare with the test norms. Reading achievement tests usually indicate achievement in relation to comprehension, speed, and vocabulary. Results on reading achievement tests have implications for planning the total program in reading. They do not tell the teacher much about the strengths and needs of the individual.

The diagnostic reading tests are important if the teacher wishes to appraise the strengths and needs of the individual. Some diagnostic tests are of the survey type and may be administered to groups of children. Other diagnostic tests are designed for use with one child at a time. The individual diagnostic test is the more rewarding to use but it obviously requires more time to administer.

The periodic use of standardized achievement tests and diagnostic tests in reading, combined with the use of informal inventories and the careful observation by the teacher, should provide the knowledge of the children which will make it possible for the teacher to develop a program which meets the needs of children and which helps them to become excellent readers.

Uses of Tests at the High School Level

Testing at the high school level serves many of the same purposes that it does at the elementary level. The high percentage of drop-outs, the terminal nature of this level in our

free public school system, and the beginning of specialization or varied curriculums according to future plans, add at the high school level, however, a "last chance" urgency to any attempt to learn more about the capacity, skills, knowledge, interests, or adjustment of the individual or group.

Standardized tests are one means of helping the educator gain a better understanding of students and thus to provide more suitable methods and curriculums. Many believe that the high rate of drop-outs (only about 50% of the nation's fifth-graders graduate from high school and in the Southeast the percentage is much lower) could be reduced markedly through the insights gained by better testing programs.

The following uses of tests are illustrative rather than complete:

For the administrator: (a) to show student achievement and growth; (b) to provide basis for reports to parents; (c) to interpret school level and progress to the community; (d) to provide basis for guidance, sectioning, placement ,etc.

For the teacher: (a) to analyze and diagnose problems; (b) to determine educational needs of students; (c) to determine achievement levels of individuals and classes; (d) to evaluate teaching methods and materials; (e) to identify the learners who are gifted, normal, or slow; (f) to help students see strengths and weaknesses.

For the student: (a) to promote motivation; (b) to reveal abilities, aptitudes, weaknesses; (c) to gain insight and aid in self-evaluation and improvement; (d) to provide basis for recommendation to jobs or college.

Uses of Tests in Counseling and Guidance

One of the major tasks of the teacher and the counselor is to understand boys and girls as individuals and to help them understand themselves. Experience and research have shown that to do this effectively information must be collected in such areas as home background, scholastic aptitude, special aptitudes, disabilities, personality adjustments, health, interests, past achievement, and plans for the future. Much of this information can be secured by using non-testing techniques such as interviews and planned observation. Other important information

can be collected by using carefully constructed standardized tests. No one technique can be used to the exclusion of others. Each must be used in its appropriate place with due regard being given to the contribution it makes to the total understanding of the individual student.

Tests are particularly useful in the collection of certain types of information. General scholastic ability can be determined with reasonable accuracy by using one or more of several tests which are now available. Special aptitude tests, achievement tests, and interest inventories give useful insights into other important areas. Personality and other tests of adjustment are sometimes used but because of their questionable validity they should be administered and interpreted only by teachers and counselors who are well trained in testing.

The counselor uses test data along with all other pertinent information as he attempts to analyze the pupil and his problems. In this process he works with the pupil in a cooperative attempt to work out plans, adjustments, and decisions based upon the best evidence at hand. Some of this evidence can be secured only through the use of appropriate standardized tests. The job of the counselor is to select, use and interpret those tests which contribute to the better understanding of the pupil. With this understanding, the teacher, the counselor, and the pupil can work more effectively together in bringing about adjustments which are satisfying to the pupil and beneficial to society.

The Advisory Committee to School Tests and Materials:

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G. Gordon Ellis, Ph.D.
Associate Professor of Education

J. T. Hunt, Ph.D.
Associate Professor of Education

A. M. Jordan, Ph.D., Chairman
Professor of Education

Thelma Gwynn Thurstone, Ph.D.
Professor of Education

SERVICES AVAILABLE

Professional

If a school or school system is planning to develop a testing program, or desires to have their present program evaluated, the School Tests and Materials Office will attempt to secure experts from the School of Education to confer with school officials concerning the selection of tests, administration, and interpretation of results.

Scoring Services for Schools

The University Testing Service is prepared to hand-score or machine-score most tests used in the public schools and also to make such statistical studies and summaries as may be needed by schools to obtain maximum benefit from their testing programs.

The Testing Service makes a charge of 2c *per score* for machine-scoring. If hand-scoring is necessary because of the nature of the test or because of poor marking, the fee will usually be double, or 4c per score. For additions and other simple computations and for looking up percentile ranks, the charge is 1c per operation. When more than 2000 of the same test are to be scored, the Testing Service customarily makes a reduction of 15% on the charges cited above.

Tests to be machine-scored require the use of IBM-type answer sheets and electrographic or number 1 *soft lead* pencils. For accurate machine scoring, it is necessary that all marks be black and shiny. Even if students have not marked their papers well while taking the tests, teachers can insure good marking by collecting the test booklets and then having students go over their marks a second time.

Arrangements for scoring should be made directly with the Testing Service, for in this way prompt service can be obtained and definite commitments made as to the time required for scoring. All inquiries concerning scoring should be addressed as follows:

W. D. Perry, Director
University Testing Service
Peabody Hall
Chapel Hill, N. C.

How to Order

The title of each test and the form desired should be indicated. If there is no specific choice of form, state "any form".

Please note the number of pupils to be tested, and order in *packaged quantities* the amount of tests required. We do not break packages, so care should be taken to order the number of packages which will come closest to filling your needs. Most tests are packaged in 35's, although some come in packages of 20's or 25's, and a few are sold individually. Unless otherwise stated, complete accessories come with each package of tests.

Tests will be shipped either by parcel post, motor express, or railway express, whichever is least expensive and most expedient. Transportation costs will be added to the invoice.

Each order should designate the name of the person to whom the shipment is to be sent as well as the school name and complete address. Each order *must* indicate clearly how the charge is to be made.

All orders should be approved by the school principal, superintendent, or supervisor.

Lack of space prevents our stocking a sufficient number of tests for large, extensive programs, so quantity orders should be sent well in advance of the testing date to allow time for us to supply those needs.

Where special orders are requested for tests not stocked, the cost of telegram and special delivery postage will be charged to the school.

Orders should be sent directly to:

School Tests and Materials
Chapel Hill, N. C.
Box 1050

ACHIEVEMENT BATTERIES

CALIFORNIA ACHIEVEMENT BATTERIES

These are group diagnostic and survey test batteries which include tests of reading vocabulary, reading comprehension, arithmetic reasoning, arithmetic fundamentals, mechanics of English, grammar and spelling. They make possible an achievement testing program in the basic skills which is both continuous and functional in accordance with the thinking of modern curriculum and guidance specialists. All levels may be scored in the test booklet; or separate hand-scoring Scoreze pads may be purchased for the Elementary, Intermediate, and Advanced Batteries. Machine-scoring answer sheets are also available for the Elementary, Intermediate, and Advanced Batteries. Separate answer pads or sheets make the books reusable. The machine sheets may be hand-scored by using the hand-scoring stencil key.

Primary Battery, Forms CC or DD
Grades 1 through first half of 4
Time: 90 minutes
Price: $4.65 per 35

Elementary Battery, Forms CC or DD
Grades: 4-6
Time: 120 minutes
Price: $5.00 per 35
Scoreze: (all forms) Reading, $.08 each
Arithmetic, $.08 each
Language, $.08 each
Machine-scoring answer sheets: Reading, $.05 each
Arithmetic, $.05 each
Language, $.05 each
Hand stencils, $.65 per set (for use with the machine sheets)
Machine stencils, $1.50 per set

Intermediate Battery, Forms CC or DD
Grades: 7-9
Time: 150 minutes
Price: Same as Elementary

Advanced Battery, Forms BB or CC
Grades: 9-14
Time: 150 minutes
Price: Same as Elementary
Note: If extra accessories are desired for any of the batteries, they must be ordered separately.
Manual, $.35 each

Keys, $.25 per set
Class records, $.10 each

ESSENTIAL HIGH SCHOOL CONTENT BATTERY, FORMS AM or BM

Contains four tests: Mathematics, Science, Social Studies, and Language and Literature. In each of these areas the test yields comparable measures of status that are of value in the appraisal of student progress, evaluation of the instructional program, curriculum revision, and student guidance. The results are also useful in predicting success in college. Easy to administer and score. Profile chart permits the graphic recording of results of the four tests, and aids in their interpretation. End of year percentile norms by grade are given in the Manual for each subtest and for total score, separately for students in academic and scientific courses, general and commercial courses, and for all students combined. Average scores in the Mathematics and Science Tests for groups having various amounts of training in these subjects are also provided. Mid-year percentile norms are available separately on request. An answer sheet is required for each student, and may be either hand or machine scored.

Grades: 10-12
Time: Five class periods—one 45 minutes and four of 40 minutes
Price: $7.50 per 35
Answer sheets, $1.80 per 35
Cumulative Individual Profile sheets, $.02 each

IOWA HIGH SCHOOL CONTENT EXAMINATION, FORMS L or M

Based on the month of April—this quick-scoring examination is designed to provide an accurate appraisal of the high school senior's and the college student's knowledge of the four basic areas of the typical academic high school curriculum: 1, English grammar and literature; 2, Mathematics; 3, Science; 4, Social Studies. Total score furnishes an evaluation of the student's general mastery of the subject-matter content in these areas. Part scores reveal fields in which the student is strong or weak. Useful for guidance and remedial work. Each package contains 25 test booklets and 25 hand-scoring answer sheets. Machine-scoring answer sheets also available. Examiner's manual and scoring stencils (either hand or machine) must be ordered separately.

Grades: 11-12 and college freshmen
Price: $3.70 per package of 25 tests, with 25 hand-scoring answer sheets
Extra hand-scoring answer sheets, $.04 each
Hand stencils, $.25 each
Machine-scoring answer sheets, $.06 each
Machine stencils, $.50 per set
Manual, $.30

METROPOLITAN ACHIEVEMENT TESTS

The new edition of this battery is arranged in five levels covering grades 1 through 8.

Primary I: Forms R, S, or T, contains tests in word and phrase recognition, word meaning, and numbers.

Grades: 1 and beginning 2
Time: 60 minutes
Price: $2.65 per 35

Primary II: Forms R, S, or T, contains tests in reading, vocabulary, arithmetic fundamentals and problems, and spelling.

Grades: 2 and beginning 3
Time: 100 minutes
Price: $3.15 per 35

Elementary Battery: Forms R, S, T, and U, contain tests in reading, vocabulary, arithmetic fundamentals and problems, language usage, and spelling.

Grades: 3, 4, and beginning 5
Time: 2½ hours
Price: $4.00 per 35

Intermediate Battery Complete: Forms R, S, T, U, and V, contains tests in reading, vocabulary, arithmetic fundamentals, and problems, English, literature, history, geography, science, and spelling.

Grades: 5 6, and beginning 7
Time: 4 hours
Price: $4.75 per 35

Intermediate Battery Partial: Forms R, S, T, U, and V, contains tests in tool subjects, in reading, vocabulary, arithmetic fundamentals and problems, English and spelling, identical to the corresponding tests of the complete battery.

Grades: 5, 6, and beginning 7
Time: 3 hours
Price: $3.85 per 35

Advanced Battery Complete: Forms R, S, T, U, and V, contains tests in the same subjects as the Intermediate batteries.

Grades: 7, 8, and first half of 9
Time: 4 hours
Price: $4.75 per 35

Advanced Battery Partial: Forms R, S, T, U, and V, contains test sin tool subjects, identical to the corresponding tests in the complete battery.

Grades: 7, 8 and first half of 9
Time: 3 hours
Price: $3.85 per 35

Note: If extra accessories are desired for any of the batteries, they must be ordered separately.
Manuals and keys, $.50 per set
Class records, $.10 each

METROPOLITAN ACHIEVEMENT TEST NORMS

Special norms and data include tables of traditional grade equivalents for public school pupils in the New England States, North Carolina, and New York State; also percentile norms for beginning 7th-grade pupils in cities of 300,000 population and over. The *Booklets of Norms* include the following regular publications: *Section I: General* age-grade data, list of communities in the standardization, and age calculating tables. *Section II:* Age, grade, and percentile norms for the traditional (total-grade) groups in public schools. *Section III:* Grade and percentile norms for modal-age groups. *Section IV:* Age-grade data and traditional (total-group) grade equivalents for parochial schools. *Section V:* Age-grade data and traditional (total-group) grade equivalents for separate Negro schools.

Price: Booklets, $.15 each (Specify Section)

METROPOLITAN ACHIEVEMENT TEST PROFILE CHARTS

A four-page folder includes a separate chart for each of the lower batteries and one chart for both Intermediate and Advanced. (For all forms and all batteries.) These are individual, not group charts.

Price: $.05 each

MYERS-RUCH HIGH SCHOOL PROGRESS TESTS, FORMS AM or BM

Measures achievement in high school subjects consisting of 120 items equally divided among English, social studies, mathematics, and science. Useful for group analysis but not for individual student appraisal. Separate answer sheets required only for machine-scoring.

Grade: 9-12
Time: 60 minutes
Price: $3.00 per 35
Machine-scoring answer sheets, $1.15 per 35
Machine keys, $.50 per set (Specify form)

OTIS CLASSIFICATION TEST (REVISED), FORM T

A combined *mental ability* and *achievement* test that aids in classification of pupils on the basis of mental development and classroom achievement. The achievement test covers reading, spelling, language and grammar, arithmetic, geography, history and civics, hygiene, vocabulary, music

and art. The mental ability test is the *Otis Beta Quick-Scoring Test.* Separate answer sheets required only for machine-scoring.

Grades: 4-9
Time: 30 minutes for each part
Price: $3.10 per 35
Machine-scoring answer sheets, $1.35 per 35
Machine-scoring keys, $.40 per set

STANFORD ACHIEVEMENT TESTS (HAND-SCORING EDITION)

Four complete batteries of tests for grades 1 through 9 providing a wide range of subject-matter coverage at each grade level.

Primary Battery, Forms J, K, L or M contains tests in paragraph meaning, word meaning, spelling, arithmetic reasoning, and arithmetic computation.

Grades: 1.9-3.5
Time: 80 minutes
Price: $2.45 per 35

Elementary Battery, Forms J, K, L or M contains tests in word meaning, paragraph meaning, language, arithmetic reasoning, arithmetic computation, and spelling.

Grades: 3.0-4.9
Time: 135 minutes
Price: $2.95 per 35

Intermediate Battery Complete, Forms J, K, L or M contain tests in word meaning, paragraph meaning, social studies (both history and geography), science, language, arithmetic reasoning, arithmetic computation, spelling, and study skills.

Grades: 5-6
Time: 215 minutes
Price: $4.85 per 35

Intermediate Battery Partial, Forms J, K, L or M contains the same tests as the complete battery except that social studies, science, and study skills are omitted.

Grades: 5-6
Time: 140 minutes
Price: $4.00 per 35

Advanced Battery Complete, Forms J, K, L or M contains tests in paragraph meaning, social studies (history, geography, citizenship), science, language, arithmetic reasoning, arithmetic computation, spelling, and study skills.

Grades: 7-9
Time: 215 minutes
Price: $4.85 per 35

Advaced Battery Partial, Forms J, K, L or M contain the same tests as the complete battery except that social studies, science, and study skills are omitted.

Grades: 7-9
Time: 140 minutes
Price: $4.00 per 35

Machine-Scoring Edition

These tests in the two divisions are the same tests as the hand-scoring edition, but the booklets are reusable with machine-scoring answer sheets.

Intermediate Battery—Partial, Forms JM or KM

Grades: 5-6
Time: 140 minutes
Price: $5.20 per 35

Answer sheets:	Arithmetic	$1.15 per 35
	Reading	.95 per 35
	Spelling and Language	1.15 per 35
	Set	$3.25

Machine keys, $1.00 per set

Advanced Battery—Partial, Forms JM or KM

Grades: 7-9
Time: 140 minutes
Price: $5.20 per 35

Answer sheets:	Arithmetic	$1.15 per 35
	Reading	.95 per 35
	Spelling and Language	1.15 per 35
	Set	$3.25

Machine keys, $1.00 per set

Note: If extra accessories are desired for any of the batteries, they must be ordered separately.
Manuals and keys, $.50 per set
Class records, $.10 each
Individual Profile Charts, $.03 each

APTITUDE TESTS

DETROIT CLERICAL APTITUDE EXAMINATION

Designed to discover and select pupils who have abilities suitable for commercial courses. Measures: rate and quality of handwriting, rate and accuracy in checking, knowledge of simple arithmetic, motor speed and accuracy, knowledge of commercial terms, visual imagery, rate and accuracy in classification, and alphabetical filing.

Grades: High school
Time: 30 minutes
Price: $1.85 per 25

(NOTE: The *Ayres Handwriting Scale* is needed in scoring part I of this examination. See HANDWRITING Section)

DETROIT GENERAL APTITUDES EXAMINATION, FORM A

This examination is a new step in the field of aptitude testing. Three kinds of aptitudes—intelligence, mechanical, and clerical—are included in the sixteen-page booklet. It is given as one test to be analyzed later into three fields. Economy of testing has been achieved by using certain tests in more than one type of aptitude. For example, tests 4 and 13 are used for intelligence, mechanical, and clerical aptitudes. The pages are so arranged that the tests of all three aptitudes are scattered among the sixteen pages.

1. The general results are used for purposes of classification of interests which will aid pupils to recognize the values of high school studies.

2. They are used for individual counseling in cases of educational disability, in cases of uneven educational accomplishments, for education guidance, and for possible causes of emotional and social maladjustment. The detailed data on the "Analysis of Results" charts are especially helpful in these cases.

3. The intelligence sections, consisting of ten pages of sub-tests, have five of them with items requiring reading of words, sentences, or other language materials, but the remaining five pages without such materials. Package contains tests, Analysis of Results charts, Answer Key and Record Sheet. Teacher's Handbook must be ordered separately.

Grades: Junior and senior high school
Time: 85 to 90 minutes
Price: $3.10 per 25
Teacher's Handbook, $.50 each
Extra Analysis of Results Charts, $.60 per 25

(NOTE: The *Ayres Handwriting Scale* is needed in scoring Test I of this Examination)

DETROIT MECHANICAL APTITUDES EXAMINATION, FORM A

This examination measures simple arithmetic, motor speed and pre-

cision, tool recognition, visual imagery, mechanical sizes, mechanical information, rate and accuracy in classification, and imagery of direction and speed of pulleys.

Grades: Junior and senior high schools
Time: 30 minutes
Price: $2.85 per 25

DIFFERENTIAL APTITUDE TESTS

An integrated battery of aptitude tests, providing eight reliable scores useful in educational and vocational guidance at the junior and senior high school levels. Careful research and standardization give assurance of stable scores and meaningful profiles.

Administration is simple. Clear instructions are printed in each test booklet. Convenient time units make it possible for classroom teachers to test in regular class periods, and allow for flexibility in the testing program. The clerical test requires six minutes of actual working time, the two parts of the Language Usage together take thirty-five minutes, and the other tests require twenty-five to thirty minutes each.

Scoring by hand or by machine is simplified by the use of IBM perforated stencils. The charting of results is made easy by use of clear norms tables and a convenient profile report form.

Test Booklets are sold in packages of 25 copies. Seven different booklets are published, since the Language Usage booklet includes both the Spelling and Sentence tests.

A separate answer sheet is required for each student. The sheets may be either hand or machine scord by using the proper stencil keys.

Price: Hand stencils, $1.50 per set of 14
Machine stencils, $1.50 per set of 14
Separate stencils, $.50 each test

	Test Booklets	*Answer Sheets*
Verbal Reasoning	$3.25 per 25	$2.00 per 50
Numerical Ability	2.50 " "	" " "
Abstract Reasoning	3.25 " "	" " "
Space Relations	3.75 " "	" " "
Mechanical Reasoning	4.00 " "	" " "
Clerical Speed and Accuracy	3.25 " "	" " "
Language Usage	3.25 " "	" " "
Individual Profile Charts	1.50 per 50	
Interpretive Manual	2.25 each	

KUDER PREFERENCE RECORD—VOCATIONAL, FORMS CH or CM

This vocational form measures ten broad areas of education and vocational interest: *outdoor, mechanical, computational, scientific, persuasive,*

artistic, literary, musical, social service, and *clerical.* A special verification score helps identify those who have not followed directions or have answered carelessly. The test consists of 168 groups of three activities. Students mark the activity they prefer most and the one they like least in each group. The Preference Record is self-administering, and self-interpreting profiles are available. The manual (which must be ordered separately) lists suggested occupations for each interest area and combination of two interest areas.

Grades: High School and college
Time: Approximately 40 minutes
Price: **FORM CH** (Hand-Scoring)
Reusable record booklets with self-scoring pin-punch answer pads, $.55 each
Extra self-scoring pin-punch answer pads, $2.25 per 20
Manuals, $.30 each
Profile sheets, $.60 per 20
FORM CM (Machine-scoring)
Reusable record booklets, $.55 each
Machine-scoring answer sheets, $3.15 per 100
Machine-scoring keys, $7.50 per set of 22 stencils
Profile sheets, $.60 per 20
Manuals, $.30 each

STENQUIST MECHANICAL APTITUDE TEST

Covers questions of a general nature about machines and machine parts. Mechanical perception and the ability to reason out a mechanical problem are measured. Results are a guide in advising pupils as to choice of school courses or of a vocation.

Grades: 4-12
Time: 50 minutes
Price: $2.60 per 35
Manual of Directions, $.25 each

ART

MEIER ART JUDGMENT TEST

This test consists of a book of 100 pairs of pictures printed by a special process resembling etching, and a record sheet containing instructions, statements of differences between pairs of pictures, and a means of recording pupil judgment.

Grades: Junior and senior high school
Price: $1.20 per book
Test record sheets, $.04 each

ENGLISH LANGUAGE ARTS

BARRETT-RYAN-SCHRAMMEL ENGLISH TEST

Contains five subtests covering Functional Grammar, Punctuation, The Sentence (parts of speech, parts of a sentence, sentence elements), Vocabulary, and Pronunciation. Content is based on the common content of leading textbooks and courses of study, the experience of teachers and supervisors using earlier editions, and detailed study of types of students' errors. May be hand or machine-scored.

Grades: 9-12
Time: 60 minutes
Price: $2.95 per 35
Answer sheets, $1.35 per 35

COOPERATIVE ENGLISH TEST (Single Booklet Edition)—FORMS RX AND Z

A comprehensive instrument to measure the most important basic English skills. Composed of three tests: Test A: Mechanics of Expression (grammatical usage, punctuation, capitalization and spelling). Test B: Effectiveness of Expression (sentence structure and style, verbal skill, and organization). Test C: Reading Comprehension (recognition vocabulary, speed and level of comprehension).

Separate answer sheets are optional with Form RX.

A separate set of answer sheets is required for each student with Form Z. The set consists of two sheets: Effectiveness of Expression and Mechanics of Expression—1 sheet; Reading Comprehension—1 sheet.

Grades: 7-12
Time: 120 minutes, 40 minutes for each test
Price: $5.10 per 25
Answer sheets, $3.00 per 25
Stencils, $.75 per set of 3 (necessary with separate answer sheets)

IOWA LANGUAGE ABILITIES TESTS

There are two tests in this group. Each test covers spelling, word meaning, language usage, capitalization, and punctuation. The Intermediate also covers sentence sense and grammatical form recognition. A *Manual for Interpreting*, which must be ordered separately, gives detailed information on diagnosis and remediation.

Elementary, Form A
Grades: 4-7
Time: 48 minutes
Price: $3.00 per 35
Manual for Interpreting either Elementary or Intermediate $.30 each

Intermediate, Form B
Grades: 7-10
Time: 46 minutes
Price: $4.00 per 35
Manual for Interpreting either Elementary or Intermediate $.30 each

Machine-scoring Edition, Forms AM or BM
Elementary
Grades: 4-7
Time: 48 minutes
Price: $4.00 per 35
Machine-scoring answer sheets, $1.85 per 35
Machine-scoring keys, $.80 per set

Intermediate
Grades: 7-10
Time: 46 minutes
Price: $5.00 per 35
Machine-scoring answer sheets, $1.80 per 35
Machine-scoring keys, $.80 per set

PRESSEY ENGLISH TEST, FORMS A or C

Four sections covering capitalization, usage, punctuation, and sentence structure. Diagnostic chart enables the teacher to locate individual and class difficulties.
Grades: 5-8
Price: $1.75 per 25

TRESSLER ENGLISH MINIMUM ESSENTIALS TEST, FORM A

Covers the essentials of good usage in grammatical correctness, vocabulary, punctuation and capitalization, sentence structure, sentence sense, inflection and accent, and spelling.
Grades: 8-12
Time: 40-50 minutes
Price: $1.40 per 25

UNDERSTANDING THE SENTENCE, BOOKS I and II

Two practical workbooks that provide direct teaching of sentence skills and techniques through a variety of practice exercises. Important points of usage, grammar, and punctuation are reviewed as needed. Book I develops understanding of the basic patterns and elements of the sentence including parts of speech, capitalization, and punctuation. Book II builds upon Book I and gives particular attention to building more effective sen-

tences through variety of sentence structure. Use of the two books in successive years of high school provides for steady progress in building sentence skills.

Grades: Designed for 9 and 10; may well be used 8-12
Price: Books $1.25 each

HANDWRITING

AYRES HANDWRITING SCALE

Grades: 2-8
Price: $.35 each

METROPOLITAN PRIMARY HANDWRITING SCALE

Grades: 1-3
Price: $.30 per copy

READING

CALIFORNIA READING TEST

These tests are identical with the corresponding parts of the complete California Achievement Test batteries. Each form is divided into two major tests, Reading Vocabulary and Reading Comprehension. The major tests are in turn divided into three or four sections, giving part scores for diagnostic purposes. Elementary through Advanced levels may be hand or machine-scored. Booklets are reusable when either the separate hand-scoring Scoreze or machine-scoring answer sheets are used. The machine answer sheets may also be hand-scored. No key is needed with the Scoreze, but a set of stencils must be used for scoring the machine sheets, either by hand or machine. Separate answer sheets are optional.

Primary, Forms CC or DD
Grades: 1-3 and first half of 4
Price: $2.60 per 35

Elementary, Forms CC or DD
Grades: 4-6
Price: $2.60 per 35
Scoreez, $.08 each
Machine answer sheets, $.05 each
Machine stencils, $.65 per set
Hand stencils, $.25 per set (for use with machine sheets)

Intermediate, Forms CC or DD
Grades: 7-9
Price: Same as Elementary

Advanced, Form CC
Grades: 9-14
Price: Same as Elementary

DIAGNOSTIC READING TEST: SURVEY SECTION, FORMS A or B

(By Committee on Diagnostic Reading Tests, Inc.: Frances Oralind Triggs, Robert M. Bear, Ralph Bedell, John V. McQuitty, George D. Spache, Arthur E. Traxler, and Frederick Westover.)

Rate of reading, vocabulary, and textbook comprehension are the three major reading skills measured by this Survey Section of the DRT. Two equivalent forms are available. Results help locate students who need further diagnosis—or corrective or remedial work because of retarded reading skills. In addition the test will point out those with exceptional reading skills who are not challenged sufficiently by regular class work, and who deserve extra developmental attention. May be either hand or machine-scored.

Grades: 7-college freshmen
Time: 45 minutes
Price: Booklets, $.30 each
Answer sheets, $.05 each
Directions for Administering, $.25 each
Fan key for hand-scoring booklets, $.25 each
Scoring keys for separate answer sheets, $.25 each

DURRELL ANALYSIS OF READING DIFFICULTY

A standard procedure for analyzing reading ability. The material consists of the wire-bound *Reading Paragraphs*, a series of standardized word lists and reading selections, together with a quick exposure device (Tachistoscope) with accompanying test cards, and carefully worked out *Individual Record Blank* for recording results in a systematic way.

Difficulties in the following phases of reading are analyzed in detail: silent and oral reading, word analysis, phonetics, faulty pronunciation, and difficulties in writing and in spelling. *The Manual of Directions* suggests general plans for remedial teaching.

Grades: 1-6
Time: 30-45 minutes per pupil
Price: Individual Record Blanks, $3.35 per 35
Reading Paragraphs, $1.30 per copy
Tachistoscope and cards, $1.00 per set
Blank cards for Tachistoscope, $1.20 per 30
Manual of Directions, $.35 each

DURRELL-SULLIVAN READING ACHIEVEMENT TEST, FORM A

This is a group test parallel to the *Capacity Test*, and standardized on

the same reading achievement. It comprises the following sub-tests: *Test 1*: Word Meaning; *Test 2*: Paragraph Meaning; and optional test of Spelling and Written Recall.

Intermediate Test
Grades: 3-6
Time: 30-35 minutes
Price: $2.95 per 35

DURRELL-SULLIVAN READING CAPACITY TEST, FORM A

This is a group test which uses the child's ability to understand spoken language as a measure of his capacity to read. It is composed entirely of pictures and consists of two sub-tests: Test 1, Word Meaning, measuring understanding of spoken words, and Test 2, Paragraph Meaning, measuring comprehension of spoken discourse.

Intermediate Test
Grades: 3-6
Time: 30-40 minutes
Price: $2.45 per 35

DURRELL-SULLIVAN READING CAPACITY AND ACHIEVEMENT TEST, FORM A

This Primary Test, covering both capacity and achievement, is made up of the easier portions of the Intermediate Test.

Primary Test
Grades: 2.5-4.5
Time: 40-45 minutes
Price: $3.85 per 35

GATES ADVANCED PRIMARY READING TESTS

These tests are designed to meet the needs of those readers in grade 2 for whom the GATES PRIMARY READING TESTS may be too easy and of those readers in grade 3 for whom the GATES BASIC READING TESTS may be too difficult. The tests measure level and range of ability in word recognition and paragraph reading. To provide for retesting at intervals, three equivalent forms of each type are available.

Type 1: Word Recognition, Forms 1, 2, and 3
Type 2: Paragraph Reading, Forms 1, 2, and 3
Grades: Second half of grade 2 and grade 3
Time: 15 minutes for Type 1, 25 minutes for Type 2
Price: $3.00 per 100
Manual $.25 each

GATES BASIC READING TESTS

These tests measure speed of reading and accuracy of comprehension.

They include a representative sampling of various types of reading matter. Each of four different aspects in reading is measured by a separate test, Types A, B, C, and D. To provide for retesting at intervals, four equivalent forms of each type are available.

Type A: Reading to Appreciate General Significance, Forms 1, 2, 3, 4
Type B: Reading to Predict Outcome of Given Events, Forms 1, 2, 3, 4
Type C: Reading to Understand Precise Directions, Forms 1, 2, 3, 4
Type D: Reading to Note Details, Forms 1, 2, 3, 4

Grades: 3-8
Time: 6 to 8 minutes for Type A; 8 to 10 minutes each for Types B, C, and D
Price: $3.00 per 100
Manual, $.25 each

GATES-PEARDON PRACTICE EXERCISES IN READING, BOOKS III, IV, V, and VI

These booklets have as their aim the development of all-round proficiency in the four representative types of reading measured by the GATES BASIC READING TESTS. The exercises are designed to supplement the other reading experiences of children and are arranged to make the training as direct as possible. The examiner must have a Manual of Directions, the pupil should have one booklet of each of the four types, if all-round proficiency in reading is the aim.

Grades: BOOK III, 2-4, primarily for grade 3
BOOK IV, 3-5, primarily for grade 4
BOOK V, 4-6, primarily for grade 5
BOOK VI, 6-8
Types A, B, C and D are published for each booklet:
A. Reading to Appreciate the General Significance of a Selection
B. Reading to Predict the Outcome of Given Events
C. Reading to Understand Precise Directions
D. Reading to Note Details

Price: Booklets, $.35 each
Manual, $.25 each

GATES PRIMARY READING TESTS

This series of reading tests measures level and range of ability in the three most important aspects of reading at the early primary stage. Each of these aspects of reading is tested by a separate test. To provide for retesting at intervals, three equivalnt forms of each type are aavilable.

Type 1: Word Recognition, Forms 1, 2, and 3
Type 2: Sentence Reading, Forms 1, 2, and 3

Type 3: Paragraph Reading, Forms 1, 2, and 3
Grades: 1 and first half of 2
Time: 15 minutes each for Types 1 and 2, 20 minutes for Type 3
Price: $3.00 per 100
Manual, $.25 each

GATES READING READINESS TESTS

Measures the general readiness for beginning reading. Consists of the following sub-tests: Picture Directions, Word Matching, Word-Card Matching, Rhyming, Reading Letters and Numbers.
Grades: Kindergarten and first half of 1st grade
Time: No time limit
Price: $1.40 per 25
Manual, $.25 each (must be ordered separately)

GATES READING SURVEY, FORMS I or II

Designed to measure word knowledge or vocabulary, power or level of comprehension, speed of reading, and accuracy of interpretation. May be used coordinately with GATES BASIC READING TESTS.
Grades: 3-10
Price: $1.75 per 25

GILMORE ORAL READING TEST, FORMS A or B

An individual test for the measurement and analysis of oral reading ability as regards accuracy, comprehension and rate. Analysis of pupil performance is facilitated by a summary check-list of difficulties and records of errors for the individual paragraphs. The Reading Paragraphs and Manual of Directions are needed by each person who administers the test.
Grades: 1-8
Time: No time limit; usually takes 15 to 20 minutes
Price: Record blanks, $1.75 per 35
Reading paragraphs, $1.60 each
Manuals, $.35 each

GRAY STANDARDIZED ORAL READING CHECK TESTS, SET III

A detailed analysis of the individual difficulties in oral reading may be obtained by the use of these tests. An aid to determining the nature of a pupil's difficulties and the character of training necessary to develop oral reading ability.
Grades: 4-6
Price: $2.50 per packet of 100 tests (20 of each of the five tests in set, 20 individual record sheets and 4 direction sheets).

GRAY STANDARDIZED ORAL READING PARAGRAPHS

This test is usable in all grades after the children have attained a preliminary vocabulary. Ability is checked in terms of rate of reading and in number of errors made. Children are tested individually.

Grades: 1-8
Price: $1.40 per 25

IOWA SILENT READING TESTS: NEW EDITION

A widely used battery of tests measuring several skills indispensable to effective reading of the work-study type. They are analytical, measuring rate of reading, comprehension, word meaning, and ability to use skills in locating information. The Advanced Forms may be machine-scored.

Elementary, Forms AM or BM

Grades: 4-8
Time: 49 minutes
Price: $2.95 per 35

Advanced, Forms AM, BM, CM or DM

Grades: High school and college
Time: 45 minutes
Price: $4.00 per 35
Machine answer sheets, $1.80 per 35
Machine keys, $.60 per set

McCALL-CRABBS STANDARD TEST LESSONS IN READING, BOOKS A, B, C, D, E

These lessons are published in five booklets, each one consisting of 78 lessons comprising selection with questions of the multiple-choice type. They help develop a rate of speed and power of comprehension exceeding that yielded by ordinary methods of teaching silent reading. They embody in practical form scientific principles of teaching speed and comprehension in silent reading, and can be used by any teacher without supervision or special training. They help pupils to comprehend varied kinds of reading material and increase enjoyment of reading. Testing and teaching at the same time, they indicate a pupil's reading ability in relation to grade and age, and show his individual progress. They are scored by the pupils themselves and provide a cumulative record for each pupil.

Grades: BOOK A, 2-4
BOOK B, 3-5
BOOK C, 4-6
BOOK D, 5-7

BOOK E, 7-12
Price: Books, $.45 each
Additional record cards, $.04 each
Manual, $.30

METROPOLITAN ACHIEVEMENT READING TESTS

These tests cover comprehension and vocabulary or word recognition.

Elementary, Forms R or S
Grades: 3 and 4
Time: 45 minutes
Price: $2.65 per 35

Intermediate, Forms R, S, or T
Grades: 5 and 6
Time: 45 minutes
Price: $2.30 per 35

Advanced, Forms R or S
Grades: 7, 8, and first half of 9
Time: 45 minutes
Price: $2.30 per 35

MURPHY-DURRELL DIAGNOSTIC READING READINESS TEST

A measure of three abilities known to be of crucial importance in the development of early reading skill—auditory discrimination, visual discrimination, and learning rate.

Grades: Early first grade
Time: Tests 1 and 2, about one hour; Test 3, about 20 minutes of group instruction and brief individual testing at three different times subsequent to the group instruction.
Price: $2.50 per 35
Set of 13 Flash cards, $1.60

ROW-PETERSON READING ACHIEVEMENT TESTS—ALICE AND JERRY SERIES

These tests are based on material contained in the ALICE AND JERRY textbooks, and are used to measure the pupil's achievement at the termination of the course in which the books are used.

Preprimer Test: is used in connection with the preprimers *Skip Along, Under the Sky, Open the Door,* and *New High on a Hill.*
Price: $1.20 per 25

Basic Primer: is used with *New Day In and Day Out.*
Price: $1.20 per 25

First Reader Achievement Test: is used with *New Round About.*
Price: $1.20 per 25

Second Reader Achievement Test: is used with *New Friendly Village.*
Price: $1.20 per 25
Third Reader Achievement Test: is used with *New If I Were Going.*
Price: $1.20 per 25

SANGREN-WOODY READING TEST, FORMS A or B

A measure of seven aspects of silent reading ability that are generally accepted as important components of silent reading instruction.

Grades: 4-8
Time: 27 minutes
Price: $3.00 per 35

SCHRAMMEL-GRAY HIGH SCHOOL AND COLLEGE READING TESTS, FORMS A or B

The three scores of this test help the teacher analyze each student's reading ability. The *gross-comprehension* score consists of the total items answered correctly on the paragraphs read. The *rate score* is a measure of the number of words read per minute for the testing period. The *comprehension-efficiency* score is a ratio between the other two scores and is indicative of efficiency in reading based on the quantity read.

Grades: 7-12 and college
Time: 25 minutes
Price: $2.35 per 25

STANFORD ACHIEVEMENT READING TESTS

These tests cover comprehension and vocabulary or word meaning.

Elementary, Form J
Grades: 3-4
Time: 35 minutes
Price: $2.00 per 35

Intermediate, Forms J or K
Grades: 5-6
Time: 40 minutes
Price: $2.00 per 35

Advanced, Form J
Grades: 7-9
Time: 40 minutes
Price: $2.00 per 35

STEVENS READING READINESS TEST

A test to identify those children who are ready to learn to read. It

affords an analysis of a child's perceptual and recall abilities. Part I may be given to small groups; Parts II and III must be given to each pupil individually.

Grades: Second-semester kindergarten and beginning first grade
Time: About 20 minutes per child
Price: $4.10 per 35

THORNDIKE-LORGE READING TESTS, FORMS A or B

The tests measure the following silent reading abilities: knowledge of meanings of words and phrases, knowledge of construction and idioms, ability to infer meaning from content, ability to keep in mind parts of a sentence or paragraph for use in comprehension of the whole, ability to use sentence and paragraph comprehension for informational and aesthetic purposes, ability to read fast enough for specific and total understanding without undue expenditure of time.

Grades: 7-9
Price: $1.95 per 25

TRAXLER HIGH SCHOOL READING TEST, FORMS A or B

This test measures in one booklet: rate of reading, story comprehension, and finding the main ideas in paragraphs. Manual of Directions must be purchased separately.

Grades: 10, 11, and 12
Time: 40 minutes
Price: $2.20 per 25
Manual, $.25 each

TRAXLER SILENT READING TEST, FORMS 1, 2, or 3

This test measures four phases of the pupil's reading ability: power of comprehension, essential ideas, word meaning, and rate of reading. A Teacher's Handbok for guidance in identifying the pupil's reading needs must be ordered separately.

Grades: 7-10
Price: $2.20 per 25
Teacher's handbook, $.25 each

WILLIAMS READING TEST, FORM A

This is a classification test for instruction in reading, designed to discover the differences in comprehension and vocabulary due to differences in mental ability. The pupils are classified on their power to understand the relations as well as the main thought units in what they are reading.

Grades: 4-9
Price: $1.20 per 25

For Teachers of Reading

BAKER'S "IN BEHALF OF NON-READERS"

Contains many sound and practical suggestions for work with poor readers. In simple non-technical language, it discusses the problem of the retarded reader and emphasizes the remedial teaching on the pre-primer, primer, elementary and secondary school levels.

Grades: For use with pupils in grades 1-6

Price: $.75 a copy

Chart of "Educational Disability in Reading," wall size, $.40 each

SPELLING

AYER STANDARDIZED SPELLING TEST

This test checks the level of spelling ability in a class or in an entire school; reveals weak and strong spellers so that individualized programs can be planned, and measures individual or group progress at the end of a set period of instruction.

Grades: High school

Price: $1.00 per 40

BUCKINGHAM EXTENSION OF THE AYRES SPELLING SCALE

A scale from which to select words for testing purposes. Obtainable in pamphlet form to be placed in the hands of each pupil for a study of the list of words, or on one large sheet for group testing.

Grades: 2-9

Price: $.40 each for either the pamphlet or the large sheet

MORRISON-McCALL SPELLING SCALE

A booklet containing eight spelling lists of fifty words each, ranging from easy to difficult. The same lists may be used in all grades.

Grades: 2-8

Price: $.25 per copy

VOCABULARY

DUROST-CENTER WORD MASTERY TEST—FORM AM

A test designed to provide a measure of general vocabulary level based upon a carefully selected, functional vocabulary list, and to measure the extent to which the student is able to learn the meanings of unknown words by seeing them in typical context situations. The test is in two parts. Part 1 is a multiple-choice vocabulary test; Part 2 presents the

same words used in meaningful sentences. A comparison of a student's scores on the two parts provides a measure of his ability to learn meanings from context. Percentile norms by grade. Separate answer sheets are required for each pupil.

Grades: 9-12
Time: 25 minutes, first testing period
35 minutes, second testing period
Price: $3.70 per 35
Answer sheets, $1.35 per 35

INGLIS TESTS OF ENGLISH VOCABULARY

These tests are designed to measure the pupil's knowledge of those words that belong neither to the everyday vocabulary of commonest words nor to the special or technical vocabularies, but to the vocabulary of the intelligent reader. Consequently the purpose is primarily to test the reading vocabulary rather than the active vocabulary.

Lower Level, Forms X or Y
Grades: 6-10
Price: $2.60 per 30

Upper Level, Forms A or B
Grades: 9 thru college
Price: $3.00 per 30

MICHIGAN VOCABULARY PROFILE TEST, FORMS AM or BM

The eight subtests cover human relations, commerce, government, physical sciences, biological sciences, mathematics, fine arts, and sports. The profile of knowledge in the various areas which the test affords is important for guidance and counseling purposes, offering the necessary complement to measures of interest in the various areas. Can be scored in the booklet, or separate answer sheets may be purchased and the booklets reused. Separate answer sheets required only for machine-scoring.

Grades: High school, college, and adults
Time: 50 minutes
Price: Test booklets, $3.40 per 35
Answer sheets, $1.35 per 35
Machine-scoring keys, $.40 per set

READING VOCABULARY FOR PRIMARY GRADES (Gates)

This is a book for teachers giving a list of 1811 words which have been selected as highly suitable for use in all forms of reading material in grades 1, 2, and 3. The words are arranged in two forms: first in an alphabetical list of the 1811 words followed by a rating of 1, 2, 3, or 4.

This rating indicates whether the word falls within the first, second, third, or fourth 500 on the basis of importance as determined by application of the criteria mentioned in the introduction of the booklet. Following this list appears an alphabetical list of all the words in the first 500, a second list of words in the second 500, a third list of the words in the third 500, and a fourth list containing the 311 words falling within the fourth 500.

Grades: For use in 1, 2 and 3
Price: $.50 per copy

FOREIGN LANGUAGES

COOPERATIVE FRENCH TEST, ELEMENTARY FORM

This test consists of three parts: Reading, Vocabulary, and Grammar. Reading comprehension is tested by incomplete statements in French, for each of which the student selects the most reasonable of five suggested conclusions. In the Vocabulary section, he selects the most nearly satisfactory English equivalent for each French word. In the Grammar section, he selects the one of five choices which correctly completes the translation into French of a given English sentence. Separate answer sheets may be used, but are not required except for machine scoring.

Grades: Students in first two years of high school French or college freshmen
Time: 40 minutes
Price: $2.75 per 25
Answer sheets, $1.10 per 25
Stencils, $.25 (required with separate answer sheets)

COOPERATIVE LATIN TEST, ELEMENTARY FORM

This test consists of three parts: Reading, Vocabulary, and Grammar. The Reading section includes both statements in Latin, for each of which the student selects the most reasonable Latin conclusion, and a number of short connected passages, each followed by a group of questions in English concerning its content. In the Vocabulary section the student selects the most nearly satisfactory English equivalent for each Latin word. In the Grammar section, he selects the word or phrase which correctly completes the translation into Latin of a given English sentence. Separate answer sheets may be used, but are required only for machine scoring.

Grades: Students in the first two years of high school or college freshmen
Time: 40 minutes
Price: $2.75 per 25
Answer sheets, $1.10 per 25
Stencils, $.25 (required with separate answer sheets)

COOPERATIVE SPANISH TEST, ELEMENTARY FORM

Consists of three parts: Reading, Vocabulary, and Grammar. Reading comprehension is tested in incomplete statements, for each of which the student selects the most reasonable of five suggested conclusions. In the Vocabulary section, he selects the most nearly satisfactory English equivalent for each Spanish word. In the Grammar section, he selects the one of five choices which correctly completes the translation into Spanish of a given English sentence. Separate answer sheets may be used but are required only for machine scoring.

Grades: Students in the first two years of high school or college freshmen
Time: 40 minutes
Price: $2.75 per 25
Answer sheets, $1.10 per 25
Stencils, $.25 (required with separate answer sheets)

LURIA-ORLEANS MODERN LANGUAGE PROGNOSIS TEST, FORM A

A measure of aptitude for learning modern languages, to be used in screening before admission and in the formation of homogeneous classes or groups. Abilities requisite for learning a language are covered by eleven subtests, based on short language lessons.

Grades: 7-12
Time: 76 minutes; over-all time 85 minutes
Price: $3.00 per 35

ORLEANS-SOLOMON LATIN PROGNOSIS TEST, FORM A

Provides a means of determining before study is begun what success students may be expected to have in Latin. Consists of several simple Latin lessons with a test on each lesson. Gives a basis for advising high school students as to whether they should study Latin, or repeat it, if they have failed. May also be used for the classification of students entering Latin classes.

Grades: High school, before beginning Latin instruction
Time: 50 minutes; over-all time approximately an hour
Price: $3.00 per 35

GEOGRAPHY

NATIONAL ACHIEVEMENT TESTS IN GEOGRAPHY, FORMS A or B

This test measures: understanding of geographic concepts, knowledge of products (U.S. and World), understanding of the values of products, knowledge of the uses of products and instruments, knowledge of important

locations, appreciation of economic and human relations, ability to understand life situations, and miscellaneous problems.

Grades: 6-8
Time: 35 minutes
Price: $2.50 per 25

PUBLIC SCHOOL ACHIEVEMENT TEST IN GEOGRAPHY, FORM 1

This test has been used in nation-wide testing programs, is easy to administer and score.

Grades: 4-8
Price: $1.10 per 25

HEALTH

KILANDER HEALTH KNOWLEDGE TEST, FORM AM

A measure of knowledge and understanding of matters pertaining to health. The test includes questions on personal health, community health and sanitation, nutrition, safety and first aid, and mental and emotional health. Although intended primarily as a measure of achievement in a course in health instruction, it may be used also to measure health knowledge resulting from other courses or obtained incidentally.

Grades: 9-12
Time: 40 minutes
Price: $3.15 per 35
Answer sheets, $1.15 per 35

HISTORY

COOPERATIVE AMERICAN HISTORY TEST, FORM Z

This test samples the wide range of material covered in secondary school and college survey courses in American history. On the secondary school level it is particularly suitable for college preparatory students. It measures primarily the student's knowledge of basic facts and trends in the economic, social, and political development of the United States. Separate answer sheets may be used, but are not required except for machine-scoring.

Grades: High school and elementary college
Price: $3.00 per 25
Answer sheets, $1.10 per 25
Stencil, $.25 (required with separate answer sheets)

CRARY AMERICAN HISTORY TEST, FORM AM or BM

An end-of-year test which measures not only knowledge of important

historical facts, such as dates, laws, treaties, etc., but also understanding of historical processes, ability to interpret historical data, map skills, and reasoning by inference. Important aspects of political, social, economic, diplomatic, military, and cultural history are covered. Separate answer sheets are required for each pupil.

Grades: End-of-course test
Time: 40 minutes
Price: $3.15 per 35
Answer sheets, $1.10 per 35

CUMMINGS WORLD HISTORY TEST, FORM AM

A measure not only of factual knowledge of world history, but also of understanding of the great movements and social trends that have taken place in the development of civilization. The first 45 items are factual questions on major historical events, dates, places, and leaders. The remaining 35 items cover important aspects of the history of ancient times, medieval and modern Europe, and the two World Wars. Separate answer sheets are required for each pupil.

Grades: End of a typical World History Course
Time: 40 minutes
Price: $3.70 per 35
Answer sheets, $1.10 per 35

INTELLIGENCE TESTS

A.C.E. PSYCHOLOGICAL EXAMINATION FOR HIGH SCHOOL STUDENTS

This test is valuable for indicating a student's mental abilities and the caliber of school achievement that might be expected from him. The part scores have immediate value in both academic and vocational guidance, and the results are meaningful to colleges when presented as a part of the applicant's high school record.

The examination has two distinct parts: Linguistic (yielding the L-score) and Quantitative (yielding the Q-score). The L-score is indicative of ability to succeed in those fields which require proficiency with language and facility of expression. The Q-score measures ability to deal with the type of material covered in technical curricula. Package contains 25 tests and Manual of Directions only. Answer sheets and scoring stencils must be ordered separately. An answer sheet is required for each pupil tested.

Grades: 9-12
Time: 55 minutes
Price: $3.00 per 25
Answer sheets, $1.15 per 25
Scoring stencil, $.35

CALIFORNIA TEST OF MENTAL MATURITY—1951 EDITION (LANGUAGE AND NON-LANGUAGE)—LONG FORM

This test is made up of several sub-tests arranged under the headings of memory, spatial relations, logical reasoning, numerical reasoning, and verbal concepts. The test yields both mental ages and intelligence quotients for the language and non-language sections and for the total test. The levels Elementary through Advanced may be hand or machine-scored. Booklets become reusable when either the separate hand-scoring Scoreze or the machine-scoring answer sheets are used. The machine answer sheets may also be hand-scored. No key is needed with the Scoreze, but a set of stencils must be used for scoring the machine sheets, either by hand or machine. Separate answer sheets are optional.

Pre-Primary Series
Grades: Kindergarten-1
Time: 2 periods of 45 minutes each
Price: $5.00 per 35

Primary Series
Grades: 1-3

Time: Same as above.
Price: Same as above

Elementary Series
Grades: 4-8
Time: Same as above.
Price: Same as above
Scoreze, $.08 each
Machine answer sheets, $.05 each
Machine stencils, $.65 per set
Hand stencils, $.45 per set (for use with machine sheets)

Intermediate Series
Grades: 7-10, adult
Time: Same as above
Price: Same as above

Advanced Series
Grades: 9-superior, adult
Time: Same as above
Price: Same as above

CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY—1950 EDITION

The seven sub-tests give scores in four components, namely: spatial relations, logical reasoning, numerical reasoning, and verbal concepts. The test yields both mental ages and intelligence quotients for the language and non-language sections and for the total test. Answer sheets are optional.

Pre-Primary Series
Grades: Kindergarten-1
Time: 50 minutes
Price: $3.00 per 35

Primary Series
Grades: 1-3
Time: Same as above
Price: Same as above

Elementary Series
Grades 4-8
Time: Same as above
Price: Same as above
Scoreze, $.08 each
Machine answer sheets, $.05 each
Machine stencils, $.65 per set

Hand stencils, $.45 per set (for use with machine sheets)

Intermediate Series
Grades: 7-10, adult
Time: Same as above
Price: Same as above

Advanced Series
Grades: 9-superior, adult
Time: Same as above
Price: Same as above

DAVIS-EELLS TEST OF GENERAL INTELLIGENCE OR PROBLEM-SOLVING ABILITY

A group test of general intelligence in which intelligence is defined specifically in terms of problem-solving ability in realistic problem areas. Material is presented entirely verbally. There are no reading requirements. The method of administering stresses a "game" rather than a "test" atmosphere. The Manual, which comes separately, is designed particularly for directors of research and supervisory personnel.

Primary Test, Form A
Grades: 1 and 2
Time: Grade 1, two 30-minute periods
Grade 2, three 30-minute periods
Price: $3.70 per 35
Manual, $.80 each

Elementary Test, Form A
Grades: 3-6
Time: Two 50-60 minute periods
Price: $4.25 per 35

DETROIT BEGINNING FIRST-GRADE INTELLIGENCE TEST, Revised, FORM A

A non-reading group intelligence test consisting of ten short sub-tests.
Grades: Beginning first grade
Time: 30-35 minutes
Price: $2.45 per 35

DETROIT ADVANCED FIRST-GRADE INTELLIGENCE TEST, FORM A

A non-reading group intelligence test.
Grades: Middle to end of first grade and beginning second grade
Time: 30-35 minutes
Price: $2.45 per 35

DETROIT KINDERGARTEN TEST, FORM A

An individually-administered intelligence test.
Grades: Beginning kindergarten
Time: 7-12 minutes
Price: $2.15 per 35

JENSEN I. Q. DIAL

This I. Q. dial is a very simple and economical device for determining a pupil's intelligence quotient. The dial is accurate within one point on the I. Q., which is more than sufficient considering the limits within which mental ages can be determined from a group intelligence test.
Price: $.75 each

KUHLMANN-FINCH INTELLIGENCE TESTS

A test of general mental development comprising 8 test booklets for use in grades 1 through high school; a measure of intellectual power rather than speed. Easily scored. Booklets for grades 5 through high school are reusable if separate answer sheets are used, but the use of them is optional. Separate answer sheets are not available for Tests I, II, III, and IV. Manual contains complete directions for all grades.
Grades: 1, 2, 3, 4, 5, 6, Jr. high, Sr. high)
(Test number corresponds to grade level)
Time: Five 5-minute sub-tests in each test
Price: $2.40 per 25
Hand or machine-scoring answer sheets $1.00 per 25
(Specify type desired)
Hand stencil, $.25 each (for use with machine sheets)
Machine stencil, $.50 each
Manual, $1.10

METROPOLITAN READINESS TEST, FORMS R or S

A measure of children's maturity or readiness to undertake ordinary first-grade work. The results are useful in indicating which pupils are likely to profit from formal instruction in reading, number work, etc. and which pupils will require additional training before they are ready for such work. The content is entirely pictorial.
Grades: End of kindergarten and beginning of first grade
Time: About 60 minutes
Price: $3.55 per 35

OTIS CLASSIFICATION TEST, Revised

Includes Otis Quick-Scoring Mental Ability BETA.
(See BATTERIES)

OTIS QUICK-SCORING MENTAL ABILITY TESTS: NEW EDITION (Short Form)

The new forms are shorter than the old ones, but yield results directly comparable to them. The *Alpha Test (Short Form)* is half verbal and half nonverbal.

Alpha Test, Form AS
Grades: 1-4
Time: 25 minutes
Price: $2.25 per 35

Beta Test, Forms EM or FM
Grades: 4-9
Time: 30 minutes
Price: $2.35 per 35
Machine answer sheets, $1.00 per 35
Machine keys, $.25 each

Gamma Tests, Forms EM or FM
Grades: High school and college
Time: 30 minutes
Price: $2.35 per 35
Machine answer sheets, $1.00 per 35
Machine keys, $.25 each

OTIS QUICK-SCORING MENTAL ABILITY TESTS

A series of group intelligence tests that give reliable results with a great saving of time in giving and scoring. They are self-administering except for the verbal test of *Alpha*. May be hand-scored. Machine answer sheets are available for *Beta* and *Gamma* tests.

Alpha Test, Forms A or B
Grades: 1-4
Time: 20 minutes
Price: $2.65 per 35

Beta Test, Forms A or B, CM or DM
Grades: 4-9
Time: 30 minutes
Price: A or B, $1.95 per 35
CM or DM, $2.35 per 35
Machine answer sheets for CM or DM, $.95 per 35
Machine keys, $.20 each

Gamma Test, Forms AM or BM
Grades: High school and college
Time: 30 minutes

Price: $2.35 per 35
Machine answer sheets, $.95 per 35
Machine keys, $.20 each

OTIS SELF-ADMINISTERING TESTS OF MENTAL ABILITY

Group intelligence tests that are widely used because of their ease of administering and scoring, the variety of test material, and the simple method of obtaining IQ's.

Intermediate Examination
Grades: 4-9
Time: Either a 20- or 30-minute time limit may be used
Price: $1.90 per 35

Higher Examination
Grades: 9-12 and college
Time: Either a 20- or 30-minute time limit may be used
Price: $1.90 per 35

PINTNER GENERAL ABILITY TESTS: NON-LANGUAGE SERIES

A group test of general intellectual ability that utilizes no verbal situation, measures mental functions independently of word knowledge and facility, and may be administered in pantomime without the use of language. Pantomime directions are provided for use with deaf or foreign-language-speaking children.

Intermediate Test, Forms K or L
Grades: 4-9
Time: 50 minutes
Price: $4.15 per 35
Pantomime Directions, $.25 each

PINTNER GENERAL ABILITY TESTS: VERBAL SERIES

Four batteries of mental tests that fulfill modern requirements for a complete series of group tests of general mental ability at all levels, measuring a variety of aspects of general mental ability.

Pintner-Cunningham Primary Test is entirely oral. FORMS A, B, or C
Grades: Kindergarten-2
Time: 25 minutes
Price: $2.65 per 35

Pintner-Durost Elementary Test
Scale 1, Picture Content, Forms A or B
Grades: 2-4

Time: 45 minutes
Price: $3.50 per 35

Scale 2, Reading Content, Forms A or B
Grades: 2-4
Time: 45 minutes
Price: $2.80 per 35

Pintner Intermediate Test, Forms A or B
(semi-self-administering)
Grades: 4-9
Time: 45 minutes
Price: $2.95 per 35
Answer sheets, $1.35 per 35
Machine stencils, $.40 per set (necessary with separate sheets)
Manual for Interpreting, $.30

Pintner Advanced Test, Forms A or B
Grades: 9 and above
Time: 55 minutes
Price: $3.00 per 35
Answer sheets, $1.35 per 35
Machine stencils, $.40 per set (necessary with separate sheets)
Manual for Interpreting, $.30

SRA PRIMARY MENTAL ABILITIES—for AGES 5 to 7

This battery provides scores for five basic components of intelligence: verbal-meaning, quantitative, space, perceptual speed, and motor. At some time after the 5-7 age level, numerical and reasoning abilities evolve from the quantitative ability measured by this battery. A general ability quotient comparable to the I.Q. is also provided. It is a good indicator of reading readiness, and ability to enter first grade. All problems are pictorial; all directions are oral. No reading is required.

Grades: Kindergarten-2
Time: One hour, or two half-hour periods
Price: $3.00 per 20
Manual, $.30 each

SRA PRIMARY MENTAL ABILITIES—for AGES 7 to 11

Five basic learning aptitudes are measured by this test: verbal-meaning, space, reasoning, perception, and number. A Total Score and a Total Non-Reading Score provide two evaluations of general ability. Its unique reading and non-reading tests for verbal-meaning and reasoning

are especially useful in the study of reading ability and reading capacity. In general, the test provides information useful in predicting general learning rate, the kinds of school work the pupil can do easily, and the subject areas that may be difficult.

Grades: 2-6
Time: One hour, or two half-hour periods
Price: Reusable booklets with self-scoring carbon answer pad, $.55 each
Extra self-scoring carbon answer pads, $1.95 per 20
Profile sheets, percentile ranks, $.60 per 20
Profile sheets, age and quotient scores, $.60 per 20
Manual, $.30 each

SRA PRIMARY MENTAL ABILITIES—for AGES 11 to 17

Here is a measure of five primary mental abilities: verbal-meaning, space, reasoning, number and word-fluency. Schools using this test can convert the Total Score to a general ability quotient comparable to the I.Q. Self-interpreting profiles are provided to help teachers and counselors understand students' strengths and weaknesses. Students themselves can use the profiles to increase self-understanding, and to plan educational and vocational activities.

Form AH (Hand-scoring)
Grades: Junior and senior high school, adult
Time: 40 to 45 minutes
Price: Reusable booklets with self-scoring carbon answer pad, $.55 each
Extra self-scoring carbon answer pads, $1.95 per 20
Profiles, $.60 per 20
Manual, $.30

Form AM (Machine-scoring)
Grades: Junior and senior high school, adult
Time: 40 to 45 minutes
Price: Reusable booklets, $.55 each
Answer sheets, $3.15 per 100
Scoring keys, $2.25 per set of 6
Profiles, $.60 per 20
Manual, $.30

TERMAN-McNEMAR TEST OF MENTAL ABILITY, FORMS C or D

Particularly stresses verbal components of intelligence. There are seven sub-tests: Information, Synonyms, Logical Selection, Classification, Analogies, Opposites, and Best Answer. Scoring is simplified. May be

hand- or machine-scored. Separate answer sheets required only for machine-scoring.

Grades: 7-12 and college freshmen
Time: 40 minutes
Price: $2.95 per 35
Answer sheets, $1.15 per 35
Machine keys, $.20 per set

MATHEMATICS

BLYTH SECOND-YEAR ALGEBRA TEST, FORM AM

Measures competence in the basic skills of algebraic facts and concepts. The 55 items include problems and exercises on symbolic expression, factoring, radicals, exponents, logarithms, simple progressions, linear and quadratic equations, and graphic methods. Answers may be recorded in the test booklet or on separate answer sheets, and the books reused.

Grades: End of typical second-year algebra course
Time: 45 minutes
Price: $3.15 per 35
Answer sheets, $1.10 per 35

BRESLICH ALGEBRA SURVEY TEST, FORM A

The First Semester Test is used at the end of the first semester to determine how much algebra the pupils have assimilated and where the work needs to be strengthened for individuals and for classes. Consists of six parts: Part I—Algebraic Concepts; Part II—Changing Algebraic Expressions to Simpler Forms; Part III and Part IV—Solving Equations and Deriving Equations from Problems; Part V—Formulas and Graphs; Part VI—Factoring.

Time: 41 minutes
Price: $1.50 per 25

The Second Semester Test, used at the end of the second semester, consists of six parts: Part I—Algebraic Concepts; Part II—Algebraic Processes; Part III—Solving Equations; Part IV—Problems; Part V—Fractions; Part VI—Functional Relationships.

Time: 52 minutes
Price: $1.50 per 25

BUSWELL-JOHN DIAGNOSTIC TEST FOR FUNDAMENTAL PROCESSES IN ARITHMETIC

This is not a group test, but each pupil is tested individually. The pupil does his work aloud, and this enables the teacher to discover difficulties or wrong habits in solving examples in the fundamental processes.

Especially recommended for use with pupils or classes having special difficulties in arithmetic. Package contains 25 Pupil's Work Sheets, 25 Teacher's Diagnostic Charts, and one Manual of Directions.

Grades: 4-8
Time: About 20 minutes per pupil tested
Price: $1.95 per 25

CALIFORNIA ARITHMETIC TEST

The following tests are identical with the corresponding parts of the complete California Achievement Test Batteries. Each form is divided into two major tests, Arithmetic (or Mathematics) Reasoning, and Arithmetic (or Mathematics) Fundamentals. The major tests are in turn divided into three, four or five sections giving part scores for diagnostic purposes. Booklets are reusable when either the separate hand-scoring Scoreze or machine-scoring answer sheets are used. The machine answer sheets may also be hand-scored. No key is needed with the Scoreze but a set of stencils must be used for scoring the machine sheets, either by hand or machine. Separate answer sheets are optional.

Primary, Forms CC
Grades: 1-3 and Lower 4
Price: $2.60 per 35

Elementary, Form CC
Grades: 4-6
Price: $2.60 per 35
Scoreze, $.08 each
Machine answer sheets, $.05 each
Machine stencils, $.65 per set
Hand stencils, $.25 per set (for use with machine sheets)

Intermediate, Form CC
Grades: 7-9
Prices: Same as Elementary

Advanced, Form CC
Grades: 9-14
Prices: Same as Elementary

COOPERATIVE ALGEBRA TEST. ELEMENTARY ALGEBRA THROUGH QUADRATICS

The problems included in this test are all multiple choice and include both formal and word types. The test is especially useful for measuring achievement at the end of the course. Separate answer sheets may be used, but required only for machine scoring.

Grades: High school classes in elementary algebra

Time: 40 minutes
Price: $2.75 per 25
Answer sheets, $1.10 per 25
Stencil, $.25 each

FOUST-SCHORLING TEST OF FUNCTIONAL THINKING IN MATHEMATICS, FORMS A or B

Designed to measure ability to think in terms of the concepts and symbols of mathematics. The test is centered around these important aspects of functional thinking in mathematics: ability to recognize relationships, ability to interpret mathematical statements, and ability to express relationships in symbolic language.

Grades: 9-12
Time: 45 minutes
Price: $2.65 per 35

IOWA ALGEBRA APTITUDE TEST

This index to pupil's ability to master algebra is now available in a quick-scoring form. Designed to be given before formal study of the subject. Gives an objective basis for advising pupils whether or not to elect algebra. May also be used for sectioning pupils. Separate answer sheets required only for machine-scoring. Manual must be ordered separately.

Time: 35 minutes
Price: $2.00 per 25
Machine answer sheets, $.06 each
Machine stencils, $.30
Manuals, $.30

IOWA PLACEMENT EXAMINATION—MATHEMATICS TRAINING

This examination is used to discover special aptitudes as well as to determine the effect of preliminary training in the field of mathematics.

Grade: High school seniors, college freshmen
Price: $6.00 per 100

LANKTON FIRST-YEAR ALGEBRA TEST

A 55 item test on the vocabulary of algebra, meaning and use of symbols, fundamental operations, formulas, equations, simple algebraic fractions, radicals, ratio, proportion, variation, graphs, trigonometric functions, and the solution of problems by the use of algebra. Separate answer sheets are required for each pupil.

Grades: End of 1st year course

Price: $3.15 per 35
Answer sheets, $1.10 per 35

LEE TEST OF ALGEBRAIC ABILITY

The specific uses to which the results of this test can be put are:

1. To determine whether or not a student should take algebra.
2. To aid in sectioning classes.
3. To determine various levels of ability within the class as an aid to instruction, in case conditions do not permit sectioning.
4. To discover, at the beginning of the term, pupils who are capable of doing exceptional work in algebra.
5. To provide a measure of the student's algebraic ability so that a teacher can tell whether poor work is due to lack of ability or to other factors that can be corrected.

Grades: Students beginning first-year algebra
Time: 25 minutes
Price: $1.85 per 25

METROPOLITAN ACHIEVEMENT TEST: ARITHMETIC

There are three different tests in this group. They cover both computation and problem solving.

Elementary—Form R
Grades: 3-4
Time: 75 minutes
Price: $2.30 per 35

Intermediate—Form R
Grades: 5-6
Time: 90 minutes
Price: $2.30 per 35

Advanced—Form R
Grades: 7, 8 and first half of 9
Time: 90 minutes
Price: $2.30 per 35

NATIONAL ACHIEVEMENT TEST: ARITHMETIC REASONING, FORMS A or B

This test deals with factors of judgment and reasoning beyond those of the usual test in the subject. It includes not only the standard material but also the important practical and judgment aspects of arithmetic.

Grades: 3-8
Time: 40 minutes
Price: $3.85 per 25

ORLEANS ALGEBRA PROGNOSIS TEST

The test consists of nine simple lessons, each followed by a series of questions covering algebraic principles and skills including the use of symbols, substitution of values for symbols, expression of relationships by symbols, and problem-solving. An arithmetic test and a summary test are also included. Data are presented on the extent to which scores on this test are actually predictive of success in learning first-year algebra. Detailed instructions are given for using the results for prognosis in local situations.

Grades: Before beginning algebra instruction
Time: 39 minutes; over-all administration time 45 minutes
Price: $3.00 per 35

ORLEANS GEOMETRY PROGNOSIS TEST

A measure of abilities necessary for success in learning geometry. The test consists of several simple lessons in geometry, each followed by a series of questions covering essential skills and principles such as understanding and use of axioms, of the vocabulary of geometry, and of geometrical notation; interpretation of statements of geometrical relations; and solution of problems. Data are presented on the extent to which scores on the test actually predict success in geometry. Detailed recommendations are given for use of the results in light of local requirements.

Grades: Before beginning geometry instruction
Time: 39 minutes; over-all administration time 45 minutes
Price: $3.55 per 35

SCHORLING-CLARK-POTTER HUNDRED PROBLEM ARITHMETIC TEST, FORMS V or W

Designed to survey computational abilities in the basic skills of arithmetic. Each of two forms contains one hundred items, arranged in five sections—Addition, Subtraction, Multiplication, Division, and Fractions, Decimals and Per Cents. Percentile norms for total score at end of first semester, grades 8-12, separately, and at end of grade 7.

Grades: 7-12
Time: 40 minutes
Price: $1.85 per 35

SEATTLE ALGEBRA TEST, FORM AM

Measures not only knowledge and understanding of the facts of beginning algebra but also the application of acquired skills and methods. The 47 items cover understanding of basic terms; fundamental processes with signed quantities; sequence of numerical operations; practical formulas;

multiplication of binominals; solution of equations of the first degree by the rules of equality; solution of a set of simple simultaneous equations; algebraic representation and problems. Separate answer sheets are required. May be hand or machine-scored.

Grades: End of first half year of algebra
Time: 40 minutes
Price: $2.60 per 35
Answer sheets, $1.10 per 35

SEATTLE PLANE GEOMETRY TEST, FORM AM

An accurate measure of student growth and accomplishment in geometry at the end of the first half year of study. Contains 45 test items, selected on the basis of curricular validity and satisfaction of statistical requirements. Measures vocabulary of geometry, knowledge of simple geometric construction, computational skills, and ability to reason from a figure. Separate answer sheets are required for each pupil.

Grades: End of first half year of geometry
Time: 45 minutes
Price: $3.15 per 35
Answer sheets, $1.10 per 35

SHAYCROFT PLANE GEOMETRY TEST, FORM AM

Part A is devoted primarily to the measurement of important basic concepts and facts of geometry, while Part B measures application and reasoning on the basis of information. The 60 carefully selected items include questions on fundamental concepts, lines and rectilinear figures, the circle, proportions, area of polygons, and geometric reasoning. Separate answer sheets are required for each pupil.

Grades: End of 1st year course in plane geometry
Time: 40 minutes
Price: $3.15 per 35
Answer sheets, $1.10 per 35

SHEA ARITHMETIC ESSENTIALS TEST, FORM A

Contains 50 exercises and problems based on the essential arithmetic skills for a particular grade level. The Class Analysis Blank enables the teacher to spot individual and class deficiencies.

Grades: 5-6
Time: Less than one class period
Price: $2.00 per 30

SNADER GENERAL MATHEMATICS TEST, FORM AM

A 65 item test measuring achievement of the important objectives of a

general mathematics course of the type that includes material from the fields of algebra and informal geometry. The test samples the following areas: arithmetical concepts and processes, informal geometry, graphic representation, algebraic principles and skills, and numerical trigonometry. Measures not only computation and manipulation skills, but also application through problem situations. Separate answer sheets are required.

Grades: End of a one-year course in general mathematics
Time: 40 minutes
Prices: $3.70 per 35
Answer sheets, $1.10 per 35

STANFORD ACHIEVEMENT TEST: ARITHMETIC

There are three different tests in the group. They cover both computation and problem solving.

Elementary, Form J
Grades: 3-4
Time: 55 minutes
Price: $2.00 per 35

Intermediate, Form J
Grades: 5-6
Time: 70 minutes
Price: $2.45 per 35

Advanced, Form J
Grades: 7-9
Time: 70 minutes
Price: $2.45 per 35

MUSIC

DRAKE TEST OF MUSICAL TALENT, FORMS A or B

A musical memory test adapted for use with any kind of group, with or without musical training. Measures innate musical talent and capacity of musical achievement. The booklets are needed by the examiner only. A score sheet is needed for each pupil.

Grades: All ages
Price: Booklets, $.50 a copy
Manual of Directions, $.50
Answer key, $.10
Pupil's score sheet, $.10 each

SEASHORE MEASURES OF MUSICAL TALENTS, SERIES A

These phonographically presented tests measure six aspects of auditory discrimination: pitch, loudness, time, timbre, rhythm, and tonal

memory. Series A covers a wide range of difficulty and is used in guidance and selection testing. It consists of three double-faced records. May be hand or machine-scored.

Grade: 5-adult
Time: One hour
Price: $15.00 per album with 50 answer sheets, keys and manual
Answer sheets, $2.25 per 50
Scoring stencil, $.30
Manual, $.60

PERSONALITY AND GUIDANCE

BELL ADJUSTMENT INVENTORY: STUDENT OR ADULT FORM

Student Form is for guidance and counseling work with high school and college students. It provides a measure of four adjustments: Home, Health, Social, and Emotional. Easily scored and interpreted. A clinical tool.

Adult Form is for use with people of adult age not in school. Provides a measure of Occupational Adjustment in addition to the above mentioned four measures. Suitable for use with either sex. The high reliabilities of five types of adjustment by the one blank permits location of specific adjustment difficulties, and the comparison of one individual with another. Manual and keys must be ordered separately.

Price: $2.50 per 25
Manual, $.25
Keys, $.25 per set

BELL SCHOOL INVENTORY

Locates in the minimum of time those students who are maladjusted to high school life. Easy to administer and to interpret. Requires less than 2 minutes to score. Should be given toward the end of the semester when the student is thoroughly acquainted with teachers and school conditions.

Grades: Senior high school
Price: $2.50 per 25

BERNREUTER PERSONALITY INVENTORY

By use of this blank, several aspects of personality are indicated at one time: neurotic tendency, self-sufficiency, introversion-extroversion, dominance-submission, sociability and confidence. May be either hand or machine-scored. Separate answer sheets required only for machine-scoring.

Grades: High school and college
Price: Inventory blanks, $.10 each
Individual report sheets, $.02 each
Manual, $.25
Hand keys, $.50 per set of 6
Machine answer sheets, $.05 each
Machine keys, $2.75 per set of 32

CALIFORNIA TEST OF PERSONALITY

This series of group tests is designed to identify and reveal the status of certain highly important components in personality and social adjust-

ment often referred to as intangibles. Each test is designed to provide teachers, supervisors, and administrators with significant evidences of the personal and social status of individuals and groups, and to provide a means for guiding them to better adjustment. By means of carefully validated "yes-no" responses, the tests give evidence of how students feel, think, and act regarding a wide variety of situations which vitally affect them as individuals or as members of groups. The test is divided into two sections: personal adjustment and social adjustment. All levels may be scored in the test booklet; or separate hand-scoring Scoreze pads or machine-scoring answer sheets are available for Elementary through Secondary levels.

Primray, Form AA
Grades: Kindergarten-3
Time: 50 minutes
Price: $3.00 per 35

Elementary, Form AA
Grades: 4-8
Time: 50 minutes
Price: $3.00 per 35
Scoreze, $.08 each
Machine answer sheets, $.05 each
Machine stencils, $.70 per set
Hand stencils (for use with machine sheets), $.30 per set

Intermediate, Form AA
Grades: 7-10
Time: 50 minutes
Price: $3.00 per 35
Separate Scoreze, machine answer sheets, and stencils same as Elementary

Secondary, Form AA
Grades: 9-College
Time: 50 minutes
Price: $3.00 per 35
Separate Scoreze, machine answer sheets, and stencils same as Elementary

GARRETSON-SYMONDS INTEREST QUESTIONNAIRE FOR HIGH SCHOOL STUDENTS

Measures high school students' interests in a wide variety of activities, helping in the choice of their high school curricular. The examiner must have directions and stencils—must be ordered separately.

Grades: High school

Price: $4.40 per 100
Examiner's Directions, $.30
Stencils, $.30

HAGGERTY-OLSON-WICKMAN BEHAVIOR RATING SCHEDULES

Standardized scales for the identification and study of the capacity of the child to adjust himself to the demands of his environment.
Grades: Kindergarten-grade 12
Price: $2.20 per 35

HESTON PERSONAL ADJUSTMENT INVENTORY

Measures six important traits of personal adjustment—analytical thinking, sociability, emotional stability, confidence, personal relations, and home satisfaction. May be hand or machine-scored.
Grades: 9-12 and adults
Time: 45 minutes
Price: $3.75 per 35 with hand-scoring keys
Manual, $.35
Machine answer sheets, $1.50 per 35
Machine key, $.40

HILDRETH PERSONALITY AND INTEREST INVENTORY

Elementary Form: is an inventory of interests, activities and characteristics. Can be used as a group test or individually. Useful in the study of problem pupils and in guidance work with parents.
Grades: 4-8
Time: One class period
Price: $.75 for 25 inventory blanks

High School Form: records personal data concerning the characteristics, ambitions, and interests of pupils. Can be used with groups or individually.
Grades: High school
Time: One class period
Price: High School List of Activities (4 pages)
Information Blank (2 pages), $1.40 per 25

MICHIGAN VOCABULARY PROFILE TEST

An aid in guidance and counseling of high school and college students, and adults. (For detailed description see VOCABULARY section under ENGLISH LANGUAGE ARTS.)

MOONEY PROBLEM CHECK LIST

These forms are widely used to help individuals express their personal problems. Valuable for group survey and research purposes as well as for appraisal of problems of individuals before or during counseling. They are self-administering, and for many counseling purposes require no scoring. Areas covered are health and physical development, home and family, morals and religion, sex, economic security, school or occupation, social and recreational, etc. The directness of the check-list method makes it an effective fact-finder in a wide variety of situations.

Form J
Grades: Junior high school
Time: 30 minutes
Price: $2.00 per 25

Form H
Grades: High school
Time: 30 minutes
Price: $2.00 per 25

PINTNER: ASPECTS OF PERSONALITY

An inventory consisting of three sections covering ascendance-submission, extroversion-introversion, and emotionality. An aid to the teacher in discovering problem cases.

Grades: 1-9
Time: 30 minutes
Price: $2.45 per 35

SIMS SCORE CARD FOR SOCIO-ECONOMIC STATUS

Provides a simple, convenient, and objective device for ascertaining and recording the general culture, social, and economic background furnished by the homes of school children. The card permits quantitative records and statistical comparisons. Manual of Directions must be purchased separately.

Grades: 4-12
Price: $1.45 per 25
Manual, $.25

SRA YOUTH INVENTORY

This inventory helps identify problems that young people worry most about. Eight separate areas are covered: My School, Looking Ahead, About Myself, Getting Along with Others, My Home and Family, Boy

Meets Girl, Health, and Things in General. In addition, a Basic Difficulty Key indicates which problems may be caused by serious personality difficulties. Booklets are reusable if separate answer sheets are used.

Grades: 7-12
Time: 40 minutes

Price: **Hand-scoring edition, Form AH**
Reusable booklets with self-scoring carbon answer pad, $.55 each
Extra self-scoring carbon answer pads, $1.95 per 20
Basic Difficulty scoring stencils, $.60 each

Machine-scoring edition, Form AM
Reusable booklets, $.55 each
Answer sheets, $3.15 per 100
Scoring stencils, Set of 5, $2.60
Self-interpreting profile leaflets for junior high or senior high, $1.25 per 20
Manual, $.30 each

VINELAND SOCIAL MATURITY SCALE

Outlines performances in which the individual shows progressive capacity, under three main headings: Self-Help, Self-Direction, and Communication. An instrument for parents, teachers, counselors, social workers, clinicians, pediatricians, psychiatrists.

Range: Birthday to maturity
Price: $1.65 per 25
Manual of Directions, $1.00

SCIENCE

ANDERSON CHEMISTRY TEST, FORM AM or BM

A measure of the extent to which students have achieved the important objectives of a high school course in chemistry. Contains 80 test items, selected on the basis of curricular validity and satisfaction of statistical requirements. Topics included are: chemical changes; solutions, elements, compounds; symbols, equations, problems; atomic structure; ionization; organic chemistry; applications.

The test is divided into the following parts: Understanding of facts and concepts; understanding and application of functional principles; understanding and application of the elements of the scientific method and the ability to use the basic skills in chemistry. Answer sheets are required. May be hand or machine-scored.

Grades: End of 1st year course
Time: 40 minutes
Price: $3.70 per 35
Answer sheets, $1.10 per 35

COOPERATIVE BIOLOGY TEST, FORM Y

This test samples the material generally covered in biology courses at high school level. The test is divided into two parts. Part I consists of single answer multiple choice questions; Part II contains reading passages and diagrams followed by questions. Emphasis is placed upon the understanding of the basic principles and the ability to use these principles to interpret materials not generally encountered in text books. Separate answer sheets may be used and may be either hand or machine-scored by using the machine stencil. Thus the booklets become reusable.

Grades: High school
Time: 40 minutes
Price: $3.15 per 25
Answer sheets, $1.10 per 25
Machine stencil, $.25

COOPERATIVE CHEMISTRY TEST, FORM Z

This two-part test is based upon material taught in a typical high school chemistry course and is therefore well suited to use as a measure of end-of-course achievement. Part I, which includes two-thirds of the questions, tests the student's knowledge of basic chemistry: fundamental concepts and terms, reactions, properties and preparations, atomic structure, and chemistry related to daily living. Part II is concerned with laboratory procedures and the interpretation of reading passages, graphs and tables. Emphasizes the student's ability to apply his knowledge of chemistry and

to interpret scientific information. Separate answer sheets may be used and may be either hand or machine-scored.

Grades: High school
Time: 40 minutes
Price: $3.15 per 25
Answer sheets, $1.10 per 25
Stencil, $.25

COOPERATIVE GENERAL SCIENCE TEST, FORM Z

This test consists entirely of short questions of the best-answer type. Some diagrams are included. Emphasis is placed primarily upon understanding of the reasons behind familiar scientific phenomena and processes, rather than upon mere memory of facts and definitions. The test, which samples the material commonly taught in general science courses, covers a sufficiently wide area to make it suitable for groups of varying backgrounds. Particularly useful as a measure of end-of-course achievement. Separate answer sheets may be used, and may be either hand or machine-scored.

Grades: High school
Time: 40 minutes
Price: $3.15 per 25
Answer sheets, $1.10 per 25
Stencil, $.25

COOPERATIVE PHYSICS TEST, FORM Z

This test, which covers the material taught in standard high school physics courses, is primarily suited to the measurement of end-of-course achievement. Items dealing with mechanics, heat, light, sound, and electricity are distributed throughout the test in proportion to the emphasis most generally placed upon them. Separate answer sheets may be used, and may be either hand or machine-scored.

Grades: High school
Time: 40 minutes
Price: $3.15 per 25
Answer sheets, $1.10 per 25
Stencils, $.25

COOPERATIVE SCIENCE TEST, FORM Y

This test is divided into three separately timed parts. Part I, Informational Background (40 minutes) and Part II, Terms and Concepts (15 minutes) consist of multiple choice questions. Part III, Comprehension and Interpretation (25 minutes) is made up of scientific reading selec-

tions, each followed by a number of questions which test the student's ability to understand, interpret, and apply what he has read.

The items call for a knowledge of the principles governing the functioning of common mechanical and electrical devices, such as the doorbell and the fuse, and such natural phenomena of the physical world as the weather, the seasons, and plant reproduction. Separate answer sheets may be used, and may be either hand or machine-scored.

Grades: 9th grade, and superior 7th and 8th grade students
Times: 80 minutes
Price: $3.15 per 25
Answer sheets, $1.10 per 25
Stencils, $.25

DUNNING PHYSICS TEST, FORM AM

A measure of knowledge of basic facts, principles, and laws, as well as an understanding of physics. The fields covered include mechanics, heat, sound, light, electricity, and modern physics. Answer sheets are required. May be hand or machine-scored.

Grades: End of 1st year course in physics
Time: 45 minutes
Price: $3.70 per 35
Answer sheets, $1.10 per 35

NELSON BIOLOGY TEST, FORM AM

Measures knowledge and understanding of biological facts, concepts, and principles; ability to recognize cause-effect relationships; and ability to apply what has been learned in the appraisal of a life situation. Based on criteria presented in the 31st, 34th and 46th Yearbooks of the National Society for the Study of Education as well as leading courses of study and teacher guides for the most widely used textbooks. Answer sheets are required. May be hand or machine-scored.

Grades: End of a typical high school biology course
Time: 40 minutes
Price: $3.70 per 35
Answer sheets, $1.10 per 35

READ GENERAL SCIENCE TEST, FORM AM or BM

A measure of knowledge and understanding of the basic facts and principles of the physical and biological sciences, and their applications in problem-solving situations. The test comprises 75 test items. Topics covered are: air, water, heat, light, sound, work and machines, magnetism and electricity; bacteria, the human body, nutrition, disease and health, conservation, plant life; chemistry of familiar articles; weather and cli-

mate, communication, transportation, geology, astronomy, space; scientific method. Answer sheets are required. May be hand or machine-scored.

Grades: End of high school general science course.
Time: 40 minutes
Price: $3.70 per 35
Answer sheets, $1.10 per 35

STUDY SKILLS

SPITZER STUDY SKILLS TEST

A measure of mastery of the basic skills required for effective study. The test measures five important work-study skills through the following sub-tests: Using the Dictionary; Using the Index; Knowledge of Sources of Information; Understanding Graphs, Maps, and Tables; and Organization of Facts in Note Taking. Results of each subtest are sufficiently reliable to be useful for diagnostic purposes. Answer sheets are required for each pupil tested. May be hand or machine-scored.

Grades: 9-13
Time: Tests 1-4, two class periods, Test 5, 35 minutes
Price: $4.65 per 35
Answer sheets, $1.35 per 35

AIDS TO SCHOOL ADMINISTRATORS

ALMY-SORENSON RATING SCALES FOR TEACHERS

Provides for the rating of 20 characteristics most important for teaching success: resourcefulness, enthusiasm, leadership, cooperation, trustworthiness, honesty, fairness, sympathy, tact, patience, courteousness, love of children, progressiveness, poise, kindness, originality, good humor, helpfulness, promptness, and foresight. Scale is easy to use. Supervisors, principals, city superintendents, presidents of teachers' colleges, professors of education, and teachers' college teachers assisted in the preparation of this scale.

Price: $1.45 per 25

ILLINOIS OPINION INVENTORIES

Comprehensive inventories of parent and pupil opinions toward their schools. These questionnaires are intended to help the school administrator obtain dependable information on the attitudes of these groups that will be helpful in public relations, personnel, and other aspects of the school's program. Their administration alone may improve morale by affording an opportunity for expression of opinion.

Inventory of Parent Opinion
Time: Untimed; usual time 20-25 minutes
Price: $2.55 per 35
Inventory of Pupil Opinion High school students
Time: Untimed; usual time 20-25 minutes
Price: $2.10 per 35

PRESSEY SENIOR CLASSIFICATION TEST

These tests are intended for comparing classes, schools, or other groups as to general ability, and for first investigation regarding accuracy of grade or section placement of the individual child.

Grades: 7-12
Price: $1.50 per 25

STANFORD EDUCATIONAL APTITUDES TEST

A comparative measure of special abilities for teaching, administration, or educational research, offering reliable estimates of the field in which one may do his best work.

Grade: Adult
Price: $1.50 per 10

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UNIVERSITY OF NORTH CAROLINA
EXTENSION BULLETIN

VOL. XXXV NOVEMBER, 1955 NO. 2

HIGH SCHOOL WORLD PEACE STUDY AND SPEAKING PROGRAM

"THE FUTURE OF THE UNITED NATIONS IN HELPING TO BUILD WORLD PEACE"

Compiled by
E. R. RANKIN

Peace Handbook
1955-56

THE UNIVERSITY OF NORTH CAROLINA PRESS

CHAPEL HILL MCMLV

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UNIVERSITY OF NORTH CAROLINA
EXTENSION BULLETIN

VOL. XXXV NOVEMBER, 1955 No. 2

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Peace Handbook
1955-56

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PURPOSE AND POLICY

By Oscar K. Merritt, *Mount Airy, N. C.*

Business Man, Originator of this Program

The boys and girls in our high schools today, tomorrow must take over the leadership, not only of our own nation, but to a large extent of the entire world.

Has any generation ever faced so great a responsibility?

Are we giving our young people the information and training they will need?

The purpose of this Program is to stimulate interest and furnish information on the problems of World Peace. We aim to reach not only high school pupils, but through them the masses of our people, upon whose collective conviction eventual World Peace must hinge.

> "The sum total of the common sense of the common people is the greatest and soundest force on earth." — *Thomas Jefferson.*

High schools are in position to lead public thinking in their communities. Therefore, this Program of study and public speaking on World Peace is being offered to the high schools of our State and the Nation.

The Program supports no one controversial thesis, but presents various points of view in unbiased consideration.

All persons and organizations desiring peace are invited and urged to help promote this Program in the high schools of their communities.

"For I dipt into the future, far as human eye could see,
Saw the Vision of the world, and all the wonder that would be;

"Saw the heavens fill with commerce, argosies of magic sails,
Pilots of the purple twilight, dropping down with costly bales;

"Heard the heavens fill with shouting, and there rain'd a ghastly dew
From the nations' airy navies grappling in the central blue;

"Far along the world-wide whisper of the south-wind rushing warm,
With the standards of the peoples plunging thro' the thunder-storm;

"Till the war-drum throbb'd no longer, and the battle-flags were furl'd
In the Parliament of man, the Federation of the world.

"There the common sense of most shall hold a fretful realm in awe,
And the kindly earth shall slumber, lapt in universal law."

From *Locksley Hall*

By Alfred, Lord Tennyson

FOREWORD

The University Extension Division of the University of North Carolina takes pleasure in announcing the Tenth Annual High School World Peace Study and Speaking Program. This Program exists for the purpose of encouraging the study and discussion of ways and means of building and maintaining just and lasting peace.

Two hundred and three high schools took part in the Program of 1946-47 on the subject: "Is World Government the Path to Peace?"; 189 high schools participated in the Program of 1947-48 on the subject: "How Can the United Nations Be Strengthened?"; 182 high schools took part in the program of 1948-49 on the subject: "What Is the Responsibility of the United States in World Affairs?"; 200 high schools participated in the Program of 1949-50 on the subject: "Building World Peace in the Atomic Age: What Are the Responsibilities of the United States in the United Nations and in the Atlantic Pact?"

One hundred and ninety-two high schools took part in the Program of 1950-51 on the subject: "How Can We Help to Build World Peace in the Atomic Age?"; 223 high schools took part in the Program of 1951-52 on the subject: "Building World Peace: What Is the Responsibility of the United States in the Light of Communist Aggression?"; 244 high schools participated in the Program of 1952-53 on the subject: "Building World Peace: What Have Been the Achievements and What Are the Prospects of the United Nations?"; 202 high schools took part in the Program of 1953-54 on the subject: "Building World Peace: How Can the United Nations Prevent Communist Aggression and Preparation for Aggression?"; and 193 high schools participated in the Program of 1954-55 on the subject: "The Role of the United Nations in the Building of World Peace."

The central topic for this year's Program is: "The Future of the United Nations in Helping to Build World Peace." Various responsible points of view are outlined in the articles carried in the bulletin and in the references listed. The individual students should study all of the material available and should present in their speeches their own respective points of view on the subject for the year.

This Program has received endorsement by various organizations, including the N. C. Bar Association, the N. C. Federation of Women's Clubs, the N. C. Congress of Parents and Teachers, and the N. C. Junior Chamber of Commerce; by public officials, including four Governors of North Carolina and two State Superintendents of Public Instruction; and by the N. C. General Assembly of 1947.

Appreciation is expressed to Oscar K. Merritt, originator of the Program, and to all whose addresses or articles appear in reproduced form in the handbook.

The attention of all interested in world peace is invited to the Rules and Suggestions which outline generally the procedures to be followed in making this Program successful.

E. R. RANKIN
Director of the Program

RULES AND SUGGESTIONS

1. This Program is open to all high schools which will conduct it in accord with its basic intent and principles.

2. The Program shall be sponsored in each high school either by the school itself or by a suitable organization or individual acceptable to the local school administration.

3. The high school principal should appoint one member of the faculty as supervisor of the Program in the school.

4. Each participating high school should encourage as many as possible of its students to study the literature available and to write speeches on the subject specified.

5. It is strongly recommended that the Peace Handbook be assigned for special study or as a special project in connection with suitable high school courses. The vast majority of the participating high schools have used the Peace Handbook in connection with one or more of the following courses: English, History, Social Studies, Public Speaking, Government, Sociology, Civics, and Dramatics.

6. Each school shall select, by fair and suitable methods, not less than three nor more than six of its students to speak in a final public local contest. This selection is usually based first on required papers on the subject and second on speaking ability of the students.

7. Each speech shall be not less than 6 minutes nor more than 12 minutes in length.

8. Each contestant shall prepare and deliver his own speech. He shall be entitled to oral assistance in preparation of the speech and in practicing delivery, and may use materials from any source available. All speeches must be the original composition of the individual student, and all quoted materials must be duly acknowledged. Contestants are usually permitted to have their papers before them as they speak.

9. Each high school administration and each sponsor should enlist the aid of local churches, civic organizations, the press, radio, and all other suitable mediums to publicize the contest.

10. The final public speaking contest in each school shall be held at the earliest convenient date within the school year 1955-56. (The contest date is left flexible to accommodate the Peace Program to use in connection with courses of study.)

11. The winner in each contest shall be selected by a suitable committee of judges.

12. The University of North Carolina Extension Division at Chapel Hill shall supervise the Program and serve as a "clearing house," preparing and distributing background materials and ordering for the spon-

sors the "World Peace" Gold Keys to be presented to the winners. (Additional "clearing houses" may be set up in other states.)

13. Each registering school shall fill out the proper registration blank and send it, accompanied by the registration fee ($5.00 for North Carolina schools and $7.50 for schools outside North Carolina) to the University Extension Division at Chapel Hill. For this fee the Extension Division will supply the school with 20 copies of the Handbook and the "World Peace" Gold Key. From various adult civic clubs or other groups in the city or county, sponsors can be secured readily in most instances and in all such cases the sponsors will provide the fee. At the same time, the school can pay the registration fee from its own activity fund. In any event, the interest of adult clubs and other groups and organizations within the community is to be enlisted to the maximum extent possible.

14. At the conclusion of the speaking contest, each school shall send to the University Extension Division at Chapel Hill a report of results, giving the name of the winner, the estimated attendance, the number of speakers, and a copy of the winning speech.

15. The school administration and the sponsor shall use all suitable means for publicizing the results of the contest, such as having outstanding speeches published in full in the local press and broadcast over the radio. Special efforts should be made to arrange for the contestants to deliver their speeches before various local adult groups and organizations.

16. At the public contest, the presiding officer should explain the primary objective of the Program.

17. It is felt that, in the judging of speeches, consideration should be given particularly to content, organization, and delivery. As a very general guide, it is suggested: (1) that the judges place 50 per cent value on content of the speech (with emphasis on logical, well-thought-out material directly related to the subject); (2) that they place 25 per cent value on organization of material (with emphasis on logical and literary arrangement); and (3) that they place 25 per cent value on delivery.

18. The "World Peace" Gold Key should be presented to the winner immediately after the decision has been announced.

19. In so far as local methods of procedure are concerned, these rules may be revised, when necessary, to fit the local situation.

ENDORSEMENT BY GOVERNOR LUTHER H. HODGES

To High School Principals and Teachers:

I am glad to know that the Extension Division of the University of North Carolina at Chapel Hill is planning its tenth year program on the subject of "Building and Maintaining World Peace" around the topic: "The Future of the United Nations in Helping to Build World Peace." This is a matter of great importance to the United Nations and to the entire world.

The efforts of the United Nations to achieve world peace deserve our careful study and consideration. Despite its faults, it has served as a sounding board for the nations of the world in debating and considering the great issues of the day.

This study and speaking program has an outstanding record of service to the high schools and high school students of North Carolina. It is a worthwhile and effective means of generating interest among our young people in the many problems related to the maintenance of law and order in the world.

I sincerely hope that a large number of our high school students will again participate in the current program.

Sincerely,
LUTHER H. HODGES
Governor of North Carolina

August 22, 1955

ENDORSEMENT BY STATE SUPT. CHAS. F. CARROLL

To High School Principals and Teachers

Greetings:

In the interest of developing an intelligent, informed citizenry with a concern for building world peace, I commend for your consideration the subject selected for discussion in the High School World Peace Study and Speaking Program for the 1955-56 school year: "The Future of the United Nations in Helping to Build World Peace."

In the light of recent developments it becomes increasingly important for us to be concerned with the problem of building world peace. For this reason I am giving my endorsement to this Program.

With all good wishes, I am

Sincerely yours,
CHAS. F. CARROLL
State Superintendent of Public Instruction

July 28, 1955

ENDORSEMENT BY THE N.C. GENERAL ASSEMBLY

A joint Resolution Endorsing a "High School World Peace Speaking Program" in the High Schools of North Carolina.

Whereas, it is realized that public discussion of proposals leading to the establishment of a just and adequate system under which the peoples of the world may live in peace by and under the law is of primary importance to the world today; and

Whereas, a "High School World Peace Speaking Program" is being conducted in the High Schools of North Carolina under the general supervision of the University of North Carolina which program has for its purpose the stimulating of interest in world peace among the masses of our people; and

Whereas, the said program is being conducted in more than two hundred High Schools in North Carolina this year, thereby reaching thousands of our people; and

Whereas, the said "High School World Peace Speaking Program" was organized by citizens of North Carolina and is a non-profit enterprise which has been officially endorsed by the North Carolina League of Municipalities, the North Carolina Education Association, the North Carolina State Parents and Teachers Association, the State Federation of Women's Clubs, by many civic and religious organizations and by Governor R. Gregg Cherry; Now, Therefore
Be it Resolved by the House of Representatives, the Senate concurring:

Section 1. That the General Assembly of North Carolina commends the High Schools of North Carolina, the Extension Division of the University of North Carolina, the school teachers of our State who are participating in and encouraging the said "High School World Peace Speaking Program" and all public spirited citizens who have lent their assistance toward the success of this movement and commends the same to the citizenship of the State and to all peoples interested in an early establishment of a just and permanent world peace.

Section 2. That this resolution shall be in full force and effect from and after its ratification. (Joint Resolution H. R. 945, Ratified April 5, 1947)

THE UNITED NATIONS

(Excerpts from an address by President Dwight D. Eisenhower at the Tenth Anniversary Meeting of the United Nations, San Francisco, Calif., June 20, 1955.)

This, my second appearance before the United Nations, gives me, as Chief Executive of the United States, the great privilege of joining with you in commemoration of an historic date—significant, momentous, for all mankind.

I am privileged to bring you a special message from the Congress of the United States. Last week the Congress unanimously adopted a resolution requesting me to express to all of you here, on behalf of the people of the United States, our deep desire for peace and our hope that all nations will join with us in a renewed effort for peace.

Later this week my close friend and associate, Secretary John Foster Dulles, speaking with my full confidence and concurrence, will address you on appropriate elements in the foreign policy of the United States. Because of this circumstance, it seems fitting that I, today, speak principally in terms of my country's unswerving loyalty to the United Nations and of the reasons for our tireless support of it.

A decade ago, in this city, in this building, the Charter of the United Nations was signed by its fifty founding members. Into a world, shattered and still at war but hopeful and eager for a new dawn, was born an international organization, fashioned to be the supreme instrument of world peace.

For this nation, I pay respectful tribute to you whose faith, and patience, and courage, and wisdom have brought it through ten tumultuous, frequently discouraging, sometimes terrifying—but often rewarding years. That there have been failures in attempts to solve international difficulties by the principles of the Charter, none can deny.

That there have been victories, only the wilfully blind can fail to see. But clear it is that without the United Nations the failures would still have been written as failures into history. And, certainly, without this organization the victories could not have been achieved; instead, they might well have been recorded as human disasters. These, the world has been spared.

So, with the birthday congratulations I bring, I reaffirm to you the support of the Government of the United States in the purposes and aims of the United Nations—and in the hopes that inspired its founders.

Today—together—we face a second decade. We face it with the accumulated experience of the first ten years, as well as with the awful knowledge of nuclear weapons and the realization that a certain and enduring peace still eludes our persistent search.

But the summer of 1955, like that of 1945, is another season of high hope for the world. There again stirs in the hearts of men a renewed devotion to the work for the elimination of war. Each of us here is witness that never in ten years has the will of many nations seemed so resolved to wage an honest and sustained campaign for a just and lasting peace.

True, none of us can produce incontestible evidence to support this feeling. Nevertheless, all of us, I think, will testify that the heartfelt

longings of countless millions for abundance and justice and peace seem to be commanding, everywhere, a response from their governments. These longings have strengthened the weak, encouraged the doubtful, heartened the tired, confirmed the believing. Almost it seems that men, with souls restored, are, with faith and courage, resuming the march toward the greatest human goal.

Within a month there will be a four-power conference of heads of government. Whether or not we shall then reach the initial decisions that will start dismantling the terrible apparatus of fear and mistrust and weapons erected since the end of World War II, I do not know.

The basis for success is simply put: it is that every individual at that meeting be loyal to the spirit of the United Nations and dedicated to the principles of its Charter.

I can solemnly pledge to you here—and to all the men and women of the world who may hear or read my words—that those who represent the United States will strive to be thus loyal, thus dedicated. For us, of the United States, there is no alternative, because our devotion to the United Nations Charter is the outgrowth of a faith deeply rooted in our cultural, political and spiritual traditions.

Woven into the Charter is the belief of its authors:

That man—a physical, intellectual and spiritual being—has individual rights, divinely bestowed, limited only by the obligation to avoid infringement upon the equal rights of others;

That justice, decency and liberty, in an orderly society, are concepts which have raised men above the beasts of the field: to deny any person the opportunity to live under their shelter is a crime against all humanity.

Our republic was born, grew, stands firm today in a similar belief.

The Charter assumes:

That every people has the inherent right to the kind of government under which it chooses to live and the right to select in full freedom the individuals who conduct that government.

Hence the Charter declares:

That on every nation in possession of foreign territories there rests the responsibility to assist the peoples of those areas in the progressive development of free political institutions so that ultimately they can validly choose for themselves their permanent political status.

Our long history as a republic manifests a self-imposed compulsion to practice these same principles.

The Charter recognizes that only those who enjoy free access to historical and current facts and information, and through objective education learn to comprehend their meaning, can successfully maintain and operate a system of self-government. Our republic, likewise, maintains that access to knowledge and education is the right of all its citizens—and of all mankind.

Written under the shadow of war, the Charter is strong in the conviction that no nation has a right to employ force aggressively against any other. To do so—or to threaten to do so—is to defy every moral law that has guided man in his long journey from darkness toward the light. Those who wrote it clearly realized that global war has come to pose for

civilization a threat of shattering destruction and a sodden existence by the survivors in a dark and broken world.

Likewise they recognized that the first responsibility of every nation is to provide for its own defense; and, in pursuance of this responsibility, it has the clear right to associate itself with other like-minded peoples for the promotion of their common security.

But they who wrote the Charter emphasized that in the formation of such associations, within the framework of the United Nations, it is incumbent upon the contracting parties to inform the world by solemn assurance, always supported by deeds, that the sole purpose is defense, devoid of aggressive aims.

We as a nation believe these truths that are expressed in the Charter. We strive to live by them. So:

We shall always maintain a government at home that recognizes and constantly seeks to sustain for the individual those rich economic, intellectual and spiritual opportunities to which his human rights entitle him.

In our relations with all other nations, our attitude will reflect full recognition of their sovereign and equal status. We shall deal with common problems in a spirit of partnership.

In so far as our technical, material, and intellectual capacities permit and wherever our aid—including the peaceful use of atomic energy —may be needed and desired, we shall continue to help others achieve constantly rising economic levels. Thereby, we trust that they will have increased opportunity to attain their own cultural and spiritual aspirations.

We shall work with all others—and especially through this great organization, the United Nations—so that peaceful and reasonable negotiations may replace the clash of the battlefield. In this way we can in time make unnecessary the vast armaments that—even when maintained only for security—still terrify the world with their devastating potentiality and tax unbearably the creative energies of men.

As some success in disarmament is achieved, we hope that each of the so-called great powers will contribute to the United Nations, for promoting the technical and economic progress of the less productive areas, a portion of the resultant savings in military expenditures.

An abiding faith inspired the men and women who devised the great Charter under which you work. We of the United States share that faith. We hold fast to the hope that all nations in their intercourse with others will observe those amenities of deportment, customs and treatment of other nationals as are sanctioned by tradition, by logic and by friendly purposes.

We and a majority of all nations, I believe, are united in another hope: that every government will abstain from itself attempting, or aiding others to attempt, the coercion, infiltration or destruction of other governments in order to gain any political or material advantage or because of differences in philosophies, religions or ideologies.

We, with the rest of the world, know that a nation's vision of peace cannot be attained through any race in armaments. The munitions of peace are justice, honesty, mutual understanding and respect for others.

So believing and so motivated, the United States will leave no stone

unturned to work for peace. We shall reject no method, however novel, that holds out any hope, however faint, for a just and lasting peace.

The object of our second decade is still peace—but a peace of such new kind that all the world will think anew and act anew.

It cannot be a mere stilling of the guns—it must be a glorious way of life. In that life the atom dedicated once as man's slayer, will become his most productive servant. It will be a peace to inspire confidence and faith so that all peoples will be released from the fear of war. Scientists will be liberated to work always for men, never against them.

Who can doubt that in the next ten years world science can so beat down the ravages of disease and the pangs of poverty that humankind will experience a new expansion of living standards and of cultural and spiritual horizons. In this new kind of peace the artist, teacher, and philosopher, workman, farmer, producer, and scientist will truly work together for the common welfare.

These hopes are not new. They are as old as history. But now as we meet on this tenth anniversary in the city where was born the United Nations, we must realize that at last they are steadily and surely attainable. This is new. Our part is to rededicate ourselves to the ideals of the United Nations Charter. May we here and now renew our determination to fulfill man's ancient dream, the dream which so inspired the founders of this organization.

Thus our duty will be nobly done, and future generations will behold the United Nations and stand up to call it blessed.

THE SPIRIT OF THE UNITED NATIONS

(Excerpts from an address by Secretary of State John Foster Dulles at the Tenth Anniversary Meeting of the United Nations, San Francisco, Calif., June 24, 1955.)

Anniversaries can be both pleasant and useful occasions. This meeting is of that kind. We look backward and see much that was good. We look forward and see much of promise.

I

The United Nations has already shown that it is here to stay. One proof is the presence here of 37 Foreign Ministers who have come from all parts of the earth. Another proof is the fact that, since its founding, no member nation has sought to withdraw; and there is a long, too long, waiting list of qualified nations which want to become members.

This esteem for the United Nations is based on solid accomplishments.

In the political field, there have been moments of triumph, as when the United Nations enabled Iran to bring about withdrawal of foreign troops from its soil. And when it helped Greece to overcome the threat of Communist subversion. And above all when it saved the Republic of Korea by organizing collective defense.

In the field of non-self-governing territories, the United Nations, working through the Trusteeship Council and otherwise, improves the lot of many dependent peoples and brings them nearer the goal of self-government or independence.

Through its Declaration of Human Rights, the United Nations holds aloft a standard which will lead increasingly to respect for the individual human being and his sacred God-given rights.

Through the Economic and Social Council, much is being done to improve the economic and social conditions of the less developed areas of the world.

We live in the Atomic Age. And members of the United Nations, responding to President Eisenhower's stirring proposal, are joining together to create an international agency which will harness for human welfare what was only a weapon of war.

Above and beyond concrete actions is the all-pervading moral influence which the United Nations exerts. In fulfillment of the words of Arthur H. Vandenberg—a name never to be forgotten here—our General Assembly has become a "town meeting of the world," exercising a guiding and enlightening influence on the conduct of all nations.

These achievements explain why, throughout the world, the United Nations is held in high respect. As President Eisenhower said in his opening greeting to you, the United States takes pride in its loyal support of the United Nations in all these manifold activities which benefit mankind.

II

The vision of the founders was indeed a lofty one. They met, while war still raged, determined to save mankind from the scourge of future war. But the Charter they wrote does not call for peace at any price. The peace of the Charter is a peace of justice; it is a peace which will assure to all nations great and small the right to be genuinely independent; it is a peace which will enable all individuals, however humble, to enjoy their God-given right to freedom.

To attain these high goals, the Charter calls upon the nations to work together. Fellowship is indeed the essence of the Charter. No solidarity effort could win for any nation the Charter's goals. Collective effort is needed to preserve freedom. Without collective strength despotism would have free rein; the rights of nations would be trampled under foot, and human beings would be made slaves.

The founders of the United Nations endowed the Charter with the flexibility needed to keep alive this concept of collective effort that these unpredictable times demand. A secure peace still eludes us. But that spirit of collective effort implicit in the Charter, if practiced in good faith and with creative will, can guide us toward the ultimate goal of man—peace with freedom.

III

We all know that certain of the activities of the United Nations have been gravely hampered by the use—abuse—of veto power in the Security Council. This has prevented the Security Council from discharging many of its intended functions. Also, the Security Council has never brought into being the security force which it was supposed to command. The reason is that the members have not sufficiently trusted each other to make it practicable for them to unite their forces.

Happily, the framers of the Charter realized the limitations under which the Security Council might operate. They did not require the

members to risk their future on a rigid, all-or-nothing, proposition. They provided alternatives. Article 51 permits like-minded nations with common problems of defense to join together under the Charter for their collective protection against aggression. This has been widely availed of by nations which trusted each other and which felt bound together by a sense of common destiny.

The first so to act were the 21 American Republics. They had been closely associated for a century and a half. They knew each other, and they trusted each other. So, in 1947, they made their Rio Pact. It recognized that an armed attack against any American state was an attack against them all.

Others followed in that way. There was the Brussels Pact of 1948; the North Atlantic Treaty of 1949; and the Manila Pact of 1954. Now, there are the London and Paris Accords of 1954, which bring about the beginning of Western European Union, a union long dreamed of by men of vision and good will, but which, until now, has eluded human grasp.

Every one of these collective security arrangements embodies the basic principle of the United Nations Charter, a principle which in turn derives from the teachings of all the great religions, that people have the right and the duty to help each other.

Every one of these arrangements also gives added security even to the non-participants. There is less armament, because multiplication of armament is avoided when the force that protects one is equally at the service of many. Also, the military power and facilities of a coalition tend to become distributed and not within the control of any single nation.

Power which is shared among a group of independent, sovereign nations cannot be used effectively unless the participating countries are in accord. Such accord would be totally unattainable except for collective self-defense.

Because collective security responds to the needs and highest aspirations of mankind, it has been invoked by many nations.

The United States, which in 1914 and again in 1939, sought safety in neutrality, has now learned by that hard experience that security lies in collective action. We believe that the power which we possess ought to be made available for the protection of others, just as we desire the help of others for our own defense. So, the United States is today a party to mutual security treaties which bind us collectively with the defense of no less than 44 countries. We are proud to have these multiple ties of trust and confidence.

These systems conform to the Charter of the United Nations. They carry into effect the Charter ideal of fellowship. They operate under the principles of the Charter, and they are subject to the influence of this organization. They have attacked no nation; they have threatened no nation; and they thwart no nation that does not covet the land and peoples over which collective security stands guard.

IV

Out of the evolutionary process I describe, much good has come. Speakers who preceded me have referred to encouraging international developments, particularly some of recent months. Wars have been

ended in Korea and Indochina; the Austrian State Treaty has been signed; relations between the Soviet Union and Yugoslavia have improved; the Soviet Union seeks diplomatic and trade relations with the German Federal Republic; and peace talks have begun between the Soviet Union and Japan.

These are indeed significant developments. But in our rejoicing, let us not forget *why* they have occurred, or the sequence of events that have brought us where we are. If we forget that, we will have lost the key to a future of peace and prosperity.

What has happened is because certain nations backed steadfastly the principles of the United Nations and backed them with a resolve that, if need be, carried with it blood and treasure.

Today, there is no longer fighting in Korea. But why? The reason is that 16 members responded to the call of the United Nations and fought the aggressor who had struck from the Communist North and almost immediately overran South Korea. After three years of bitter fighting, the aggressors were back at, or behind, their point of beginning. The aggression had failed. Then, and only then, did the aggressor accept an armistice and end the killing. It is indeed strange to hear this triumph of collective security now hailed as proof of the peace-loving character of the aggressor and its supporters. If they had had their way we would today be commemorating the fifth anniversary of the demise of the United Nations.

Today, there is an armistice in Indochina. It was negotiated a year ago at Geneva. But shortly prior to the Geneva Meeting, several members of the United Nations made clear that continuance of the fighting would carry a threat to all of Southeast Asia and require consideration of collective defense within the framework of the United Nations Charter.

Today, there is an Austrian Treaty. It is a treaty which could, and should, have been signed years ago. For nearly a decade Austria was deprived of its freedom and its economy was exploited by one of the occupying powers. During this period of travail, Austria's courage was sustained by the moral and material succor of friendly powers and by the backing of its hopes by the United Nations. In the long run, that combination prevailed to win a victory for justice.

Today, Yugoslavia is no longer the target of abuse. An orchestrated threat began in 1948, when Yugoslavia asserted its national independence and broke away from an alien yoke. During the next seven years Yugoslavia was helped militarily and economically by nations which differed from its government in almost every respect except one, namely, the right of Yugoslavia to be a truly independent, sovereign nation.

Today, the Soviet Union seeks diplomatic and economic relations with the German Federal Republic. That development comes after many years of hostility, during which the Federal Republic was given security and economic support by those who believe in the right of the Germans to have an independent existence under a government of their own choosing.

Today, there is a possibility of peace between the Soviet Union and Japan. Four years ago, in this same room, 49 nations signed the Japanese Peace Treaty, a treaty of reconciliation. I recall how, from this

very platform, that peace was bitterly assailed and rejected by some. But now, as a result of the treaty of San Francisco, Japan has resumed a place of honor and dignity in the community of nations, so that some nations now seek peaceful relations which four years ago they spurned.

Throughout all of these events, there runs a common theme, the theme of fellowship. Those who believed in the principles of our Charter have helped each other, and in so doing, they have helped themselves.

Some say that what has happened marks the beginning of an era. I believe that that can be. Certainly, the United States, I pledge you, will do all that lies within its power to make it so. But we do not forget, we dare not forget, that some of those who now hail the recent developments are precisely those who sought for years to stop them.

Steadfastness to principle and sacrifice for principle are the proven price of the good that we have won. It would be reckless to expect further good at any lesser price. To achieve peace with justice, peace with sovereignty for nations great and small, peace with respect for human beings without regard to class, will require sustaining the effort, the sacrifice, the solidarity which has brought us where we are today. Much has been accomplished, but more, much more, remains.

There exists the problem of German unification. For ten years, part of Germany has been severed from the rest. That unnatural division of a great people constitutes a grave injustice. It is an evil which cannot be indefinitely prolonged without breeding more evil to plague the world.

In Eastern Europe are nations, many with a long and proud record of national existence, which are in servitude. They were liberated from one despotism only to be subjected to another, in violation of solemn international undertakings.

In Asia, there is a Chinese Communist regime which became an aggressor in Korea, for which it stands condemned by the United Nations. It promoted aggression in Indochina, and has used force and the threat of force to support its ambitions in the Taiwan area. Recent developments, including the influence of the Bandung Conference, suggest that the immediate threat of war may have receded. Let us pray that this is so. But the situation in Asia remains one that cannot be regarded with equanimity.

Also, we cannot forget the existence of that apparatus known as international communism. It constitutes a world-wide conspiracy to bring into power a form of government which never in any country, at any time, was freely chosen by the people, and which destroys the reality of independence. At Caracas last year, the Organization of American States found that the activities of international communism constituted alien intervention in the internal affairs of nations, and were a threat to international peace and security. This threat should end.

Finally, there is the urgent problem of limiting the crushing burden of armaments. For many years the United States and its friends have sought to find ways to carry out the mandate of the Charter to reduce the diversion for armaments of the world's human and economic resources. Nearly a decade ago, the United States made a proposal to in-

ternationalize atomic energy. This, if accepted, would have prevented the present competitive production of these weapons of awesome destructive power.

This unprecedented proposal was made at a time when the United States was sole possessor of this weapon. It was rejected.

This proposal was subsequently followed up by new proposals for the control and regulation of armaments and the establishment of an international organ to supervise an honest disarmament program. These proposals too were spurned. But the Soviet Union recently indicated that it might be prepared seriously to consider the initiative which had been taken months before by other members of the United Nations Disarmament Subcommittee. Let us hope that these indications can be translated into concrete action making possible limitations of armament which are in fact dependable and not a fraud.

These are some of the problems that confront us as we face the future. They are problems which cannot be met if we shut our eyes to them, or if we are weak, confused, or divided. They are problems that can be met if we are faithful to the principles of our Charter, if we work collectively to achieve their application, and if we are prepared to labor and sacrifice for the future as we have in the past.

There is one extremely simple method of bringing an end to what is called the "cold war"—observe the Charter of the United Nations; refrain from the use of force or the threat of force in international relations and from the support and direction of subversion against the institutions of other countries.

To bring the cold war to an end, seven points are not needed; this one is sufficient.

SOME PROBLEMS OF CHARTER REVIEW

(Excerpts from an address by David W. Wainhouse, Deputy Assistant Secretary of State for International Organization Affairs, at San Francisco, Calif., October 23, 1954.)

You have asked me to bring to you the views of the Department of State on the problems of Charter Review. I am glad to have this opportunity.

Secretary Dulles, as you know, has already stated that he favors the holding of a Review Conference. If the General Assembly next fall votes in favor of holding the Conference, as is expected, it will presumably take place either in 1956 or at least by 1957.

Charter Review is basically a political problem. It must be considered in the context of existing relations among states and the demands of the world situation from the standpoint not only of United States interests, but also of the parallel interests of the rest of the free world. The United Nations is a voluntary association of sovereign states. It depends on the free cooperation of its members for implementation of its decisions. Care must therefore be taken at a Review Conference to avoid action which would jeopardize this cooperation and to assure that the decisions reached will contribute to, rather than detract from, the free world's sense of common interest. If the Charter Review Conference is to succeed as an instrument for strengthening the United Nations,

it can only do so if the views of other members of the free world are taken fully into account. As Secretary Dulles has aptly put it: "While the Charter Review Conference should be welcomed as a means of strengthening the United Nations, differences of opinion about how to do this should not then be pressed to a point such that the Review Conference would result in undermining the United Nations or disrupting it. The United Nations as it is, is better than no United Nations at all."

This brings me to the question of what the scope of Charter Review should be. Should Charter Review be approached with the thought of doing very little or very much by way of changing the United Nations?

Anyone is, of course, free to suggest any proposal no matter how extreme. We know that there are those who feel that the failure of the United Nations to fulfill all their earlier hopes derives from the fact that it does not go far enough. They advocate its transformation from a voluntary organization of sovereign states into some sort of super-state. At the other extreme are those who are basically skeptical of all world-wide efforts toward international cooperation. They would like to see the United States withdraw from the United Nations. Still others would like to see the USSR and its satellites expelled and the United Nations turned into a closely-knit military alliance. While, as I say, these advocates are entitled to express their opinion, we have already found it helpful to think in terms of excluding such proposals from the proper scope of Charter Review. We believe that the purpose of such review is to strengthen the existing organization, not to destroy it or completely change its character.

No decision has yet been taken on what amendments to the Charter, if any, the United States should advocate. The past nine years experience in the United Nations points to certain major questions as likely to arise at any review conference. Let me draw your attention to some of these questions in the hope that you might find it useful in the course of your discussions today.

1. Membership

One of these questions is the scope of the United Nations membership. Nine years ago the United Nations was in a sense much more nearly universal than it is now. Since 1945, many new nations have come into being. A number of the ex-enemy states, excluded from original membership in the United Nations, are again becoming accepted members of the world community. There are now nineteen applicants for United Nations membership. Fourteen of these would have become members save for the Soviet veto. The other five—sponsored by the Soviet Union—have never received a majority vote since it has not been thought they met the Charter qualifications for membership. This impasse with respect to new members has caused growing concern.

Would it be desirable to make membership in the United Nations as nearly universal as possible, always remembering, of course, that there are some countries that still completely disregard accepted standards of international conduct? Does Article 4 of the Charter, which speaks of "peace-loving states" who are "able and willing" to carry out the obligations of the Charter, set forth the proper criteria for membership? Should the veto on the admission of new members be eliminated? You

will recall that the Vandenberg Resolution of June 11, 1948 recommended a voluntary agreement among the five permanent members of the Security Council to remove the veto in this respect, but there has never been such voluntary agreement.

2. Security

It is all too apparent that the Security Council has been unable in this sharply-divided world to exercise its "primary responsibility for the maintenance of international peace and security." Are there any feasible Charter changes that would enable the Council to discharge more effectively this responsibility? Or, should we rely on alternative arrangements? For example, could the Charter provisions for membership and voting in the Council be improved?

It is theoretically possible to propose changes including additions, in the membership of the five permanent members of the Security Council. But such proposals, even if they are not vetoed by one of the present permanent members, do not affect the heart of the problem—that the Soviet abuse of the veto has seriously impaired the Security Council in the security field.

Perhaps some progress can be made in limiting the area of political problems subject to the veto. For example, should the veto be removed from the pacific settlement of disputes under Chapter 6 of the Charter? This was also recommended by the Vandenberg Resolution, but no success has yet been achieved in that direction. Should we, then, leave the Security Council unchanged and concentrate instead on carrying forward the line of development begun in 1950 with the "Uniting for Peace" Resolution? This would mean assigning greater responsibility in the security field to the General Assembly, where there is no veto. Or, in the present world situation might we consider leaving primary responsibility for security to collective arrangements and regional organizations authorized by Articles 51 and 52 of the Charter?

3. General Assembly

The General Assembly has not only grown in importance in the field of security. It has given increasing attention to economic and social problems and to highly-charged "colonial" issues. In view of these developments, should there be some type of weighted voting in the General Assembly, reflecting the capacity of members to assume economic and military responsibilities?

Many suggestions have already been put forward in the search for a system which would increase the capacity of the General Assembly to take action in security matters at the same time protecting the members against irresponsible action in other fields. Some formulae are based on population, some on wealth, some on area, some on ingenious combinations of many criteria. It is important to study all of these very carefully. We must remember, however, that this is not a theoretical exercise but a realistic attempt to improve what we now have. In the last analysis, what we must decide is whether any new proposal would be clearly superior to the present system of one vote per state with the requirement in Article 18 of the Charter that decisions on important questions receive a vote of two-thirds of the members present and voting.

4. Domestic Jurisdiction

There has been a growing tendency in the United Nations for states whose sympathies are aroused by conditions outside their own boundaries to bring these conditions to the attention of the organization. The current session of the General Assembly, for example, has under consideration such problems as Tunisia, Morocco, Cyprus, and Western New Guinea. This tendency has given rise to questions and in some cases has engendered great apprehension concerning the interpretation of Article 2 (7) of the Charter, which stipulates that the United Nations shall not intervene in matters essentially within the domestic jurisdiction of a state. It may be asked, therefore, whether Article 2 (7) adequately delimits the competence of the United Nations. Or, should a more precise line be drawn between the common interests within the scope of the United Nations and the individual interests that remain the exclusive concern of a member state?

5. Armaments

The framers of the Charter were determined "to save succeeding generations from the scourge of war." But the question of regulation of armaments did not receive particular emphasis in the writing of the Charter. One can only speculate whether the framers of the Charter would have given more attention to disarmament if they had known that within three weeks of the signing of the Charter the first successful atomic explosion would take place. The awful destructiveness of nuclear weapons and the basic split between the Soviet bloc and the free world have since heavily underscored the need for finding a solution to this problem. Much effort therefore has been and is being spent by the United Nations on this compelling subject.

6. International Law

We would all agree, I am sure, that so far too little progress has been made by the United Nations in the advancement of international law. The difficulty is not too hard to find. With one-third of the world's population ruled by those who do not recognize any moral law and look upon law as another means whereby those in power destroy their enemies, we can understand the difficulties encountered in expanding the scope of international law.

Secretary Dulles has asked whether the Charter provisions are adequate in view of the importance of law as an accepted standard of international conduct. The question which will confront the Review Conference is what can be done to improve present United Nations activities in the field of codification and development of international law. What can be done to make the actions of nations more orderly? Should efforts to prepare codes of international law be pressed?

I have reviewed for you some of the issues which need to be discussed and on which we need advice. I hope you will not be discouraged if you find that it is hard to answer one question without raising others equally difficult. We in the State Department are going through that process ourselves.

The case for Charter Review is a strong one. Here in San Francisco

in 1945 many states accepted Charter provisions to which they strongly objected on the understanding that there would be an opportunity to review these provisions at the end of ten years. It is only fair that this opportunity be provided them.

Charter Review can in addition be the means to achieve a real strengthening of the United Nations. Let us not be deterred by the presence of the veto to block any proposal for Charter amendment. We know the Soviets can veto such proposals, but we do not propose to do their negotiating for them in advance.

Charter Review should bring about a greater understanding of the potentialities of the Charter. That the Charter is a document capable of growth can be seen from the dramatic transformation which has made the General Assembly the decisively important organ of the United Nations. It should present a clearer realization of the development within the Charter framework that has already taken place in order to meet a world situation not foreseen in 1945. Such a reappraisal could also serve to develop improved practices under the Charter.

On the other hand, we must bear in mind that a Review Conference does have its dangers. The United Nations was never more "sheer necessity," as President Eisenhower described it, than it is now. It remains, what the President has called "man's best organized hope to substitute the conference table for the battlefield." We recognize that calling the Review Conference might arouse false hopes and might stimulate efforts to rewrite the Charter which could seriously endanger the United Nations. We are determined to avoid these pitfalls and we are hopeful that from the Charter Review Conference there will result the stronger United Nations we seek.

STATEMENT BY AMBASSADOR HENRY CABOT LODGE, JR.

(Excerpts from a statement by Ambassador Henry Cabot Lodge, Jr., U. S. Representative to the United Nations, before the Subcommittee on the United Nations Charter of the Senate Foreign Relations Committee, Washington, D. C., May 3, 1955.)

My statement today is a supplement to the one which I made before your subcommittee on March 3 of last year, and to which I still adhere.

Today, as then, it reflects my views as an individual official and does not express the final conclusions of the executive branch. This is because, as you well know, we await the advice of Congress, in which your own decisions will play such a decisive part. It is also fundamental that no changes in the Charter can come into effect without the consent of the Senate.

U.N. a Better Instrument than League Covenant

Previous witnesses have referred to the fact that the United Nations has proved more durable than the League of Nations. There are two reasons why this is so:

First, the United Nations Charter is a better instrument than the League Covenant. Those who drafted the United Nations Charter took into account important lessons from the history of the League, and I can give specific illustrations of this if any members are interested. They

also were undoubtedly aware of proceedings in the Senate concerning the League.

Secondly, the United Nations has proved more durable than the old League because of the evolution of media of mass communication; the transformation of old-style, non-Communist colonialism into self-government and the general shrinkage of the world combined to create a need for a real world forum which the United Nations has become, and which the League never was. As such, it is now developing in accordance with the political facts of life, and not in accordance with verbal abstractions.

United States Should Support Holding of a Charter Review Conference

Now, Mr. Chairman, as regards review of the United Nations Charter, two thoughts in particular have come to stand out in my mind as being important.

The first is that the United States should support the holding of a Charter Review Conference. A Charter Review Conference held at the proper time is necessary. Before such a Charter Review Conference is held, we in this country, must develop a national position on the changes we favor; there must be time for other countries to do the same; there should then be time for us and our allies to develop an agreed position; and finally, there must be time to build up a big wave of world opinion in support of our proposed changes. Experience shows that the Soviet Union, which must also agree to any changes if they are to become effective, sometimes heeds world opinion, however contemptuous it may be of the feelings of its own subjects.

Charter Should Be Amended to Eliminate Veto on Membership

The second thought which stands out in my mind is that when such a Charter Review Conference is held, the Charter should be amended to eliminate the veto on the admission of new members. Even though we have never used it, we must retain the right to use the veto on questions that may involve the use of American forces because our interests and our security require that we retain the final say on such a vital matter.

But the matter of membership is quite a different thing. Fourteen deserving and qualified nations have been blocked from admission to the United Nations because of Soviet Russia's abuse of the veto power in the Security Council.

This list includes such important and heavily populated nations as Italy and Japan. It will include the Federal Republic of Germany and Spain when and if they apply.

It includes such small but old and civilized nations of the western world as Austria, Finland, Eire, and Portugal, nations whose sons have also contributed so much to our own national culture.

It includes in the Near East and Far East: Cambodia, Ceylon, Jordan, the Republic of Korea, Laos, Libya, Nepal, and Vietnam. All of these nations have emerged into sovereignty since the Charter was written and have made distinctive contributions to the free world.

The grand total is as follows: Austria, Cambodia, Ceylon, Finland, Eire, Italy, Japan, Jordan, the Republic of Korea, Laos, Libya, Nepal,

Portugal, and Vietnam—and the Federal Republic of Germany and Spain when, as and if they apply.

Opposed to Changes Going Toward a World Government

Undoubtedly there are persons who attach great importance to amending the Charter in other ways so as to change the method of voting or so as to change the powers which the United Nations Organization should have. Some even would move in the direction of a world government. I am opposed to changes which go towards a world government, and I do not think that the future usefulness of the United Nations hinges on changes in the mechanics of operating the United Nations, such as methods of voting and procedural questions. The United Nations grows in accordance with the pressures of world politics and of circumstances and experience.

These have already caused the significance of certain features of the Charter to shrink and have also caused others to take on a growth which was not contemplated at San Francisco in 1945. Let me give four illustrations.

Powers Originally Set Forth in Charter for Security Council

The original scheme prescribed by the Charter called for the Security Council, if the need arose, to be able to issue enforcement action orders, providing there was no veto. This has never been done. For one thing, the arrangements which would have put this provision into effect —calling for the earmarking of armed forces—have never been made. The Council has thus never taken up, to the full, the powers originally set forth for it in the Charter.

The lesser power of issuing binding orders, such as the cease-fire order during the Palestine war, has only rarely been used.

In the case of the Korean aggression, the Soviets had boycotted the Council and thereby forfeited the opportunity to use the veto. But even so, the Council relied upon its right to recommend.

Coercive Force Is Largely in Hands of Regional Organizations

A situation appears to be evolving, and I think this is an interesting thought, in which the coercive power is largely in the hands of regional organizations; to wit, the Organization of American States, the North Atlantic Treaty Organization, and the Southeast Asia Treaty Organization, with the moral and psychological power being wielded by the General Assembly and the Security Council. This is, I believe, the arrangement which Senator Vandenberg and others advocated at San Francisco, but which was opposed at the time by those who wanted both coercive and moral powers centered in the United Nations proper. And, of course, I need not add that the regional organizations are integrated into the United Nations structure under the Charter.

Role of U.N. as Only True World Forum

Then secondly, the United Nations has grown into the most powerful single engine in the world for influencing world opinion. This was made possible by the provisions of the Charter which enabled the General Assembly—and to an important degree, the Security Council — to

make the United Nations into the only truly world forum. This appears to have happened to a greater degree than was contemplated by the founders.

United Nations as a Place to Get Information About Other Nations

It is, in the third place, the only single place in the world where we can so easily and so quickly get so much information about other nations. This aspect of the United Nations has grown in importance beyond what was generally contemplated.

U.N. a "Center for Harmonizing"

In a fourth and final respect, the United Nations has developed just about as the founders thought and that is in its capacity as a "center for harmonizing." In this field the United Nations has been quite indispensable. One example of this was the meeting in a United Nations lounge between a United States and a Soviet representative which brought about the ending of the Berlin blockade and enabled us to cease the Berlin airlift.

The value of the United Nations as a "center for harmonizing" when backed by the pressure of public opinion which is generated in the various United Nations forums is illustrated by the decisive part which the U. N. has played in Iran, Greece, Palestine, Indonesia, Kashmir—and, of course, in Korea—all places in which to greater or lesser degrees World War III threatened.

U.N.'s Future Depends on Circumstances, Not on Legalistic or Mechanical Devices

These four aspects of the U. N. show that the future of the United Nations depends on circumstances and not on legalistic or mechanical devices. The greatest single change in circumstances which we can bring about by way of changes in the Charter is to make it possible for the qualified nations, which are not now represented in the United Nations, to be represented there. Once the doors are opened to these nations, they will all start making their contributions and the United Nations will evolve further, subject to their influence and will advance into a greater and broader utility.

Elimination of Membership Veto Favored

Therefore, I favor elimination of the veto power on the admission of new members because such a change would be essential to the future sound growth of the United Nations.

But I also advocate it as a matter of simple justice.

It is outrageous that large nations such as Italy and Japan should be excluded, or that the Federal Republic of Germany should be excluded should she make application. These great powers, who were our enemies in World War II, have by their own efforts, and with our help, won their way back into the family of nations. They, and those who are conducting their governments, sincerely want to contribute constructively to the development of peace in the world and to prove their devotion to ideals of peace and justice. They are entitled to that chance, and it is unjust to discriminate against them. So long as a condition is permitted to

exist in which the Soviet veto can keep them out, the U. N. is to that extent committing an injustice.

U.N. Admission on Merits and by Majority Vote

The injustice is just as great in the case of the small nations. Countries like Ireland in the Western World or Korea in the Far East—to mention but two examples—have an influence in world affairs and in the development in the ideals of human freedom which cannot be merely studied in terms of the cold statistics of populations. It is an injustice to deny them membership in the United Nations when it is so clear that they measure up to all the requirements of the Charter. If the veto were eliminated on membership, each country could be admitted on its merits and by the normal majority vote.

It is characteristic of Communists to raise such a hue and cry about admitting Communist China, which is a convicted aggressor—convicted by the United Nations itself—and then pass over in silence the just claims of all these other nations, and in addition, use the Soviet veto to keep them out.

U.N.'s Success Dependent on Extent of Members' Support When Going Gets Rough

In conclusion, let me repeat what I said last year: We should never forget that the success of the United Nations in the last analysis will always depend on the extent to which its members support it when the going gets rough. No amount of words, of diplomatic gestures, or of changes of the language in the Charter, can obscure this fact. But Charter review can help to develop such support and thus can strengthen the United Nations.

Subcommittee's Contribution

President Eisenhower has said that the United States is ready in the future, as it has been in the past, to help "make of the United Nations an institution that can effectively guard the peace and security of all peoples." The work of your subcommittee, in leading American opinion and in calling forth from citizens in all walks of life and in all parts of the country their views on Charter review, is a most important and concrete contribution toward achieving the goal which the President has set.

Striving at U.N. for Creation of World Conscience Through Influence of World Opinion

President Eisenhower also recently compared the effort which the United Nations is making to prevent war with the efforts which hospitals are making to prevent cancer. We do not destroy the hospital because it has not yet found a cure for cancer; we try to make it better. Similarly, we do not destroy the United Nations because it has not yet found a cure for war; we seek to make it better. In striving at the United Nations for the creation of a world conscience through the influence of world opinion—rather than by stressing legal phraseology—we are at last on the right track. Peace can only be dependably organized on the basis of a world sense of justice. We may have interludes when we may have peace, which we have had, without development of

a world sense of justice but peace can only be dependably organized on the basis of the growth of a world sense of justice and that can only come about through influencing world opinion. Therefore, both our hospitals and the United Nations are making progress.

STATEMENT BY FORMER PRESIDENT TRUMAN

(Excerpts from a statement by Former President Harry S. Truman before the Subcommittee on the United Nations Charter of the Senate Foreign Relations Committee, Washington, D. C., April 18, 1955.)

The United Nations is now almost 10 years old. This has been a rough and stormy decade for an organization dedicated to the cause of world peace. Since the Charter was signed in San Francisco, an international situation has developed which in many ways is far more serious, far more dangerous than the international rivalries which produced World War I and World War II. The present international situation is worse than the one which wrecked the League of Nations and rendered it ineffective. Nevertheless, one of the most significant things about the world situation today is that the United Nations still exists. It is still a functioning body with a powerful influence. In spite of dissatisfactions and dissensions, none of the great powers has withdrawn. Whatever its weakness and difficulties, the United Nations is a power to be reckoned with, and no aggressor can afford to ignore it.

This, in and of itself, is a great achievement. The mere existence of the United Nations after a period of such terrible international tension, is an important and hopeful fact. It demonstrates the tremendous underlying desire of all peoples for international peace.

Without the U.N. World War Would Have Resulted

I will go even further than this. I believe that if we had not had the United Nations, the events of these last ten years would again have plunged the world into unlimited international warfare. The fact that we have not had such a war is attributable in considerable measure to the existence of the United Nations.

U.N. a Great Instrument for Peace and Security

We signed the Charter at San Francisco with a clear realization that the Charter itself was not enough to guarantee world peace. As I said in addressing the closing session of the United Nations Conference, we had created a great instrument for peace and security, but we must now use it.

U.N.'s Unsuspected Resources

During the intervening years we have used the Charter and we have found in it not only defects and inadequacies but unsuspected resources. We have discovered some virtues which we did not know it possessed.

"Uniting for Peace" Resolution

In spite of the obstruction of the Soviet Union and its satellites, we have had the united will and the firm determination of a great number of nations to make the Charter work. And their will for peace has been

so strong that they have used the Charter in ways not foreseen at San Francisco. For example, let us take the history of the Security Council. On this organ of the United Nations most of the job of keeping the peace was intended to rest. However, the frequent use of the Soviet veto rendered the Security Council virtually powerless to meet any serious international difficulty. Consequently, in 1950, a good deal of the burden of keeping the peace was shifted from the Security Council to the General Assembly. This was done without an amendment of the Charter but by the so-called "uniting for peace" resolution. Under that resolution the General Assembly undertook to make recommendations for maintaining the peace where the Security Council was paralyzed by the veto.

That was an important change.

Importance of General Assembly's Recommendatory Power

The fact that the General Assembly under the Charter cannot require action by the member states but can only recommend action, is not so important as it seems. In any critical situation where a nation may be called on to use its armed forces or to apply sanctions, there must be assent. Few nations are going to go into that sort of a situation unless they feel they ought to do it. And a recommendation of the 60 nations, constituting the General Assembly, may be more effective as an expression of world conscience than the command of 11 nations on the Security Council.

Veto Power Has Not Made U.N. Powerless to Keep Peace

I am not saying that the Charter would not work better if it were possible for the Security Council to perform the functions that were envisioned for it, but I am saying that the veto power has not made the United Nations powerless to keep the peace.

Review Conference Should Be Approached With Caution

I do not wish, at this time, to get into the technical problems of amending the Charter. I believe that we should think about them. I believe that we should study them. If the majority of the nations desire a review conference, I do not think we should oppose it. I only believe that we should approach it with caution and with full realization that it may be impossible to get any worthwhile changes under present circumstances. If we go into such a conference with inflexible demands for particular changes, we can be sure that we will encounter strong Communist opposition, and there may be strong differences of opinion among the free nations, and the net result of such a clash may be concentration by the peoples of the world on the defects rather than on the virtues of the Charter and a weakening of the United Nations just when strength is most needed. This could do very great damage so far as the effectiveness of the United Nations is concerned.

Must Use the U.N. to Make It Work

I do, however, think we should practice vigorously the idea expressed at the signing of the Charter in 1945—the idea that we must use the United Nations to make it work. Wherever we can, we should use it. And we should use it now by bringing before the General Assembly the current threats to world peace.

Social and Economic Upheaval in Underdeveloped Areas

One of the reasons for the world crisis we are living through is the tremendous upheaval—in social and economic terms—among the peoples of the poorer or less developed parts of the world. Most of these peoples have lived for centuries very close to the margin of existence, with little hope for progress or improvement this side of the grave. In the last hundred years two tremendous things have happened to them. Contact with the highly developed nations has shown them that other peoples can overcome poverty and misery; that progress and improvement are human possibilities. The growth of population, however, has tended to make them even worse off than they have been. Added to these factors, the spread of western political ideas has given them an irresistible desire to be free and self-governing. The upheaval resulting from these changes has remade the face of Asia in our lifetime, and it is now changing the face of Africa.

United States Can Help Underdeveloped Areas Achieve Their Goals

We want to see these peoples advance and prosper. For many decades now, through our humanitarian institutions, we have extended a helping hand to the peoples of the less developed countries.

Today, we should realize that no force on earth can restore the old pattern in Asia and Africa. We cannot put the rising flood of human aspirations back into the ancient channels.

We can, however, help it to achieve its goals. And that will be to the advantage of the United States as well as to mankind as a whole.

This was what I had in mind when I proposed a program of assisting underdeveloped areas as the fourth point in my inaugural address in 1949. And this same concept of assistance on the path of progress underlies the economic and social activities of the United Nations.

THE U.N.—'A TIME FOR REDEDICATION'

(An article by R. L. Duffus, Times Editorial Writer, in The New York Times Magazine for June 19, 1955, pages 7, 50.)

Ten years ago this June, President Truman, a humble and startled man who had recently come to the White House upon the sudden death of his predecessor, rose in front of a bank of flags at the Memorial Opera House in San Francisco to talk about the United Nations Charter, which had just been completed and was about to be signed. His voice shook a little with emotion as he said that if we of the free countries failed to use this instrument, or if we used it selfishly, "we shall betray all those who have died in order that we might meet here in peace and freedom to create it."

The war in Europe had ended, but even while the President spoke, the war in the Far East was still going on. American soldiers were still passing through San Francisco, spending a short time at a camp known to them as "The Slaughter House," and then being shipped out, without parades, bands or banners, quietly, secretly, by night, into the unknown. The conquest of Japan was still considered a formidable and even dreadful problem. The atom bomb was unheard of, except by a troubled few. It was thought that we might lose a million men in fighting yet to come.

The delegates could pick up the morning papers and read about bloody battles. They could read such headlines as these: WHOLE U. S. TENTH ARMY DRIVES FORWARD ON OKINAWA; SWIFT OKINAWA THRUST GAINS TWO MILES; BATTER PLANES PLANTS AT NAGOYA, OSAKA AND KOBE; WELCOME TO EISENHOWER IS CITY'S GREATEST; OKINAWA IS OURS. There were the casualty lists, too. They came, column after column, the parade of the wounded and the dead. They continued to come from Europe, even after the fighting stopped.

Surely, such sacrifices could not have been in vain. The enemies of civilization, it was thought, had been Nazi Germany and feudal Japan. Now these enemies had been beaten to their knees, or would be. Peace might now be perpetual. The Charter set up the machinery to make it so.

Only the cynics, as it then seemed, saw a menace of disunity among the partners in the war and in the United Nations. Andrei Gromyko, speaking for Russia, used words that today have an ironic pathos. "I am glad to emphasize," he said, "that the Soviet delegation in its work found understanding and support on the part of many other delegates participating in this conference. It could not be otherwise. The peoples of the countries represented at this conference pursue a common objective—to prevent the repetition of a new war."

So the curtain came down on one of the longest and certainly one of the largest international conferences ever held. On the face of it, this meeting had been successful. Difficulties had been ironed out. The Russian Communists had been granted three memberships in the United Nations and in return had made some concessions, such as the admission of Argentina. The question of the veto in the Security Council had been adjusted, satisfying nobody, but not fatally offending anybody. The committees and commissions had met and reported, often working far into the night, and their reports had been accepted. Thus, the United Nations was born, not in peace, but out of the continuing efforts of contending and still unvictorious nations in a vast war.

Ten years. The delegates meeting again at San Francisco will be thinking of those ten years. On our own side of the Iron Curtain that did not exist, or was not recognized as existing, ten years ago, the question will be raised, "What went wrong?" For, though the United Nations still stands, though its anniversary draws delegates from many thousands of miles over land and sea to take part in solemn commemorative exercises, the peace of the world has not been wholly kept and is not secure.

The hopes of 1945 have failed of full realization because the world-wide struggle against the reaction of the Right has been succeeded by an antagonism opposing the democracies and the would-be democracies to what has to be called, for lack of a better phrase, the reaction of the Left.

Within the system which was to neutralize and reconcile the world's military power there has grown up, in spite of all good offices, a rivalry between two power systems. The free world of the West faces the dictatorial world of the East. The former colonial countries attempt to stay out of the struggle, or are pulled one way and another, according to their economic and geographical predicaments.

So the delegates at San Francisco will remember ten years of wran-

gles in the Security Council; they will recall Russia's swift drawing back from the Marshall Plan; they will have in mind the failure to control the atomic weapon, the inability of the nations to set up a disarmament program, the collapse of all efforts to create a United Nations force capable of acting against aggression.

They will have in mind the spectacle of the old allies arming against each other. They will see the nations of the North Atlantic and of Western Europe preparing, with the slow deliberation of men in a nightmare, to defend themselves in case they are attacked from the East. They will remember the frightful sacrifices in Korea, followed by stalemate; the drawn battle in Indochina; the withdrawal of hundreds of millions of people on the Chinese mainland from contact with people in the West; the struggle for men's souls throughout southeast Asia.

Yet, they will not, and should not, meet with a sense of failure. If there has been at least one little war in which members of the United Nations opposed the U. N. itself; if there have been other little wars which U. N. could not stop, there has been no great war. The world has not gone up in smoke and flames. The lethal fall-out of the struggle for power has not destroyed civilization. In spite of everything, the United Nations stands.

Moreover, while there has been no final settlement among the U. N.'s major members, the organization has been an influence for healing, for reconstruction, for better living, for brotherhood among many nations, through a score of agencies. The farmer in Afghanistan, the rice grower in Burma, the peasant in Egypt, the dwellers on both sides of the Jordan River, the hill folk of Haiti—these and countless others may bless the work of United Nations' agencies and affiliates.

For this is the irony of our time: while the majestic efforts to reach final agreements on disputed points of power among the great nations have so far been without success, the idea and practice of brotherhood has leaped oceans and continents. For those who have been healed and helped, for those who have been set on their feet and given hope, the ten-year labors of the U. N. have been no disappointment. If the dreamers now sit at times among the ashes, the doers have gone around the world with hopes that can be realized.

The good and wise deeds that the U. N.'s agencies and affiliates do will certainly continue under any circumstances short of a major conflagration. What else may we expect?

There will be no magic. The U. N. cannot create a secure peace unless all its major members so desire. It can reflect and implement such a desire, but it cannot, of itself, create it. It is a Parliament in the best and worst senses, no better than its constituencies, but surely no worse. It can be used for the lasting good of mankind when that is what the Governments and peoples of all the earth effectively demand.

The decennial meeting of the U. N. takes place in a city which, like most of the world, has grown more populous with the years, busier and more noisy. Looking westward from its hills, the delegates will be able once more to catch glimpses of the endless ocean, and, perhaps, if they are imaginative enough, find symbolized in it an endless and mysterious future.

Again the massed flags will wave as beautiful and as fresh as were

the flags in 1945. There cannot help being some stir of emotions, some realization that though the dreams have not been fulfilled, the opportunity has not been lastingly lost. Here is a chance to renew the dreams and to relate them to today's stern realities. And those realities are not wholly despair-provoking. The H-bomb and other factors may seem, even to the suspicious and warlike, to have made peace a necessity. The great goal of the U. N. lies ahead, and another decade may see long strides taken toward it.

Here, where no action can be taken, the delegates may speak for their nations to all mankind. They can set a creative mood, if they and their Governments so wish. There was no miracle ten years ago. There will be no miracle this year. But there is a chance for brave voices to proclaim, in human warmth, that unless this troubled, baffled and gifted race of ours attains to brotherhood it must surely perish.

Let us not predict or expect too much. But in this city of the slanting afternoon light grayed down by fog, amid these hills and towers thrusting into a haunted sky, in this outpost of the democratic West, there could be—there may be—a rededication.

LOOKING AHEAD WITH THE UNITED NATIONS

(Excerpts from an address by David McK. Key, Assistant Secretary of State for International Organization Affairs, at Trenton, N. J., April 15, 1955, as carried in The Department of State Bulletin, volume 32, pages 768-772, May 9, 1955.)

I would like to discuss with you today some of the resourceful ways in which the free nations have met severe postwar problems within the framework of the Charter.

The most crucial test which the United Nations had to meet was the brutal surprise attack by the Communists against the Republic of Korea in 1950. This shocked the United Nations members into an improvised but successful defense of that embattled Republic. We are all familiar with this important page in the history of the United Nations. Although the cost was high in blood and wealth, this action stamped the United Nations as an organization ready and willing to meet both moral and military challenges.

In Korea, the United Nations was responding to a direct and overt challenge of Communist aggression which was clear to all. However, the free world has also had to contend with other efforts of world communism to undermine non-Communist peoples and governments. Nevertheless, means have been found to counteract all of these efforts and to create conditions which will discourage or deter aggression of any kind.

Regional Organization

The United Nations has played an important role in this process thanks to the flexibility possible under its Charter. There have emerged during the past 10 years a variety of regional organizations, specialized agencies, and multilateral arrangements, designed to achieve the fundamental objectives of the Charter—peace, security, and well-being.

We might first consider the regional organizations which have been established for collective defense. These might not have been necessary

had the major powers been able to cooperate in establishing a United Nations force to keep the peace and put down aggression. However, as you know, the Soviet Union early demonstrated its unwillingness to develop a United Nations which could deter or suppress aggression. While continuing its obstruction in the Military Staff Committee discussions in the first years of the United Nations, the U.S.S.R. threatened and supported aggression, fomented subversion, and shackled tightly its Eastern European satellites. This presented the United States and other members of the free world with a situation which seriously threatened their security. To meet this menace the North Atlantic Treaty Organization was formed as a collective defense arrangement of the type permitted under the Charter.

NATO has made an effective contribution to the objectives of the United Nations by discouraging aggression and fostering conditions of security which lessen international tensions. Now that ratification of the agreements bringing the Western European Union into effect seems assured an additional powerful deterrent to Communist expansion on the continent of Europe will shortly be in existence. The bitter Soviet opposition and its desperate and continuing maneuvers to frustrate European unity emphasize the importance of this development as a safeguard against Soviet expansionist policies.

NATO and the Western European Union have come into being in response to unexpected conditions arising from the so-called "cold war." Such arrangements are, however, not the first of their kind. An arrangement of the kind referred to in Article 52 of the Charter already existed in our own hemisphere prior to the birth of the United Nations. This article reads: "Nothing in the present Charter precludes the existence of regional arrangements or agencies for dealing with such matters relating to the maintenance of international peace and security as are appropriate for regional action. . . . " I refer, of course, to the Organization of American States, which for many years has promoted the collective defense and mutual security of the American Hemisphere.

I cite this example for those who may fear that defensive regional organizations diminish the authority of the United Nations or are an indication of ineffectiveness. On the contrary, the Charter makes clear that the United Nations looks first to such agencies and arrangements to assist in keeping the peace among nations. The Charter provides, for example, that the state members of regional arrangements or agencies " . . . shall make every effort to achieve pacific settlement of local disputes" through these agencies before referring them to the Security Council. The Charter also provides that the Security Council shall encourage such settlements. Several potentially dangerous disputes between American States have been satisfactorily resolved by the action of the OAS. The most recent instance—just a few months ago—was the speedy and resourceful action involving Costa Rica.

The Manila Pact, the most recently consummated regional arrangement entered into by the United States, was developed in response to a clear and present danger to the interests and security of the Southeast Asia area. It serves as a warning to potential aggressors. It is also notice that the parties to the pact will resist if attacked and that they in-

tend to develop their own way of life without foreign interference. Such arrangements serve as a bulwark of strength to the United Nations.

These collective defense agencies are primarily concerned with meeting the threat of actual physical aggression. But grim experience since the founding of the United Nations has taught us that we must be prepared against another and more insidious type of aggression. This is aggression by subversion or infiltration—a technique which the Communists have repeatedly used. We have witnessed its tragic results in a country like Czechoslovakia, where communism has been saddled on the people against their will but without any act of overt aggression. We have seen its serious threat to a country like Greece, where only prompt action by the United Nations and by the United States, coupled with the heroic efforts of the Greeks themselves, stamped out the danger.

Both the Organization of American States and the Manila Pact countries have recognized the existence of this dangerous Communist tactic. The Declaration of Caracas calls for the American Republics to consult together and take appropriate action against domination or control by international communism of the political institutions of any of the American Republics. It also calls for other measures to counteract the extension of Communist influence in this hemisphere. The Manila Pact affirms the same purposes. These declarations are clear evidence of the will of the free nations to deter aggression by subversion.

Economic Cooperation

Let us now turn to a different type of regional arrangement which has a related purpose: namely, to attack the root causes of insecurity and unrest by cooperation in the economic sphere. These arrangements have developed both within and outside of the United Nations system and have complemented one another. The Charter contemplates both types of cooperation.

Within the United Nations there have come into being under the Economic and Social Council the Economic Commissions for Europe, for Latin America, and for Asia and the Far East. It is the task of these Commissions to study the facts and recommend means by which trade, industry, and agriculture may be stimulated to raise standards of living and create conditions of well-being "which are necessary for peaceful and friendly relations among nations." It is important to note that these Commissions are not intended to engage in action programs. They have an essential function to perform, however, in determining facts on which action may be taken.

Outside the United Nations, I might cite the Organization for European Economic Cooperation, which was founded in 1947 to provide the initiative necessary to hasten European recovery. Ever since that time this Organization has stimulated and implemented vital economic cooperation within the European community. Without this assistance, the political and security objectives of NATO would have been jeopardized. In the Far East also the United States technical aid programs have fostered economic progress and stability. President Eisenhower announced the other day that he will advise the Congress next week that "the United States is ready to intensify its cooperation with the free nations of South and East Asia in their efforts to achieve economic development

and a rising standard of living." We are not alone in bringing assistance to this crucial area. The United Kingdom initiated the Colombo Plan, under which nations of the area are assisting each other in raising standards of living and giving a positive answer to the bogus promises of the Communists.

If, as Ambassador Lodge has said, regional defense organizations have been created as a reaction to Communist action, it might be said that regional economic cooperation has developed as a reaction to the economic and social realities of the modern world. The United Nations Economic Commissions and the voluntary technical and economic assistance programs both within and outside of the United Nations system are helping to alleviate the causes of international tension, and in so doing are making a major contribution to the objectives of the Charter.

PRESIDENT EISENHOWER AT GENEVA

(Excerpts from the address of President Dwight D. Eisenhower at the Big Four Conference, Geneva, Switzerland, July 18, 1955.)

The problems that concern us are not inherently insoluble. Of course, they are difficult; but their solution is not beyond the wisdom of man. They seem insoluble under conditions of fear, distrust, and even hostility, where every move is weighed in terms of whether it will help or weaken a potential enemy. If those conditions can be changed, then much can be done. Under such circumstances, I am confident that at a later stage our foreign ministers will be able to carry on from where we leave off to find, either by themselves or with others, solutions to our problems.

No doubt there are among our nations philosophical convictions which are in many respects irreconcilable. Nothing that we can say or do here will change that fact. However, it is not always necessary that people should think alike and believe alike before they can work together. The essential thing is that none should attempt by force or trickery to make his beliefs prevail and thus to impose his system on the unwilling.

The new approach we of this conference should seek cannot be found merely by talking in terms of abstractions and generalities. It is necessary that we talk frankly about the concrete problems which create tension between us and about the way to begin in solving them.

As a preface, may I indicate some of the issues I think we should discuss.

First is the problem of unifying Germany and forming an all-German government based on free elections. Ten years have passed since the German armistice—and Germany is still divided.

That division does a grievous wrong to a people which is entitled, like any other, to pursue together a common destiny. While that division continues, it creates a basic source of instability in Europe. Our talk of peace has little meaning if at the same time we perpetuate conditions endangering the peace. Towards Germans, the four of us bear special responsibilities. While any conclusions we reach would be invalid unless supported by majority opinion in Germany, this problem should

be a topic for our meeting here. Must we not consider ways to solve it promptly and justly.

In the interests of enduring peace, our solution should take account of the legitimate security interests of all concerned. That is why we insist a united Germany is entitled at its choice, to exercise its inherent right of collective self-defense. By the same token, we are ready to take account of legitimate security interests of the Soviet Union. The Paris agreements contain many provisions which serve this purpose. But we are quite ready to consider further reciprocal safeguards which are reasonable and practical and compatible with the security of all concerned.

On a broader plane, there is the problem of respecting the right of peoples to choose the form of government under which they will live; and of restoring sovereign rights and self-government to those who have been deprived of them. The American people feel strongly that certain peoples of Eastern Europe, many with a long and proud record of national existence, have not yet been given the benefit of this pledge of our United Nations wartime declaration, reinforced by other wartime agreements.

There is the problem of communication and human contacts as among our peoples. We frankly fear the consequences of a situation where whole peoples are isolated from the outside world. The American people want to be friends with the Soviet peoples. There are no natural differences between our peoples or our nations. There are no territorial conflicts or commercial rivalries. Historically, our two countries have always been at peace.

But friendly understanding between peoples does not readily develop when there are artificial barriers such as now interfere with communication. It is time that all curtains, whether of guns or laws or regulations, should begin to come down. But this can only be done in an atmosphere of mutual respect and confidence.

There is the problem of international communism. For thirty-eight years now, its activities have disturbed relations between other nations and the Soviet Union. Its activities are not confined to efforts to persuade. It seeks, throughout the world, to subvert lawful governments and to subject nations to an alien domination. We cannot ignore the distrust created by the support of such activities. In my nation and elsewhere it adds to distrust and therefore to international tension.

Finally, there is the overriding problem of armament. This is at once a result and a cause of existing tension and distrust. Contrary to a basic purpose of the United Nations Charter, armaments now divert much of men's effort from creative to non-productive uses. We would all like to end that. But apparently none dares to do so because of fear of attack.

Surprise attack has a capacity for destruction far beyond anything which man has yet known. So each of us deems it vital that there should be means to deter such attack. Perhaps, therefore, we should consider whether the problem of limitation of armament may not best be approached by seeking—as a first step—dependable ways to supervise and inspect military establishments, so that there can be no frightful surprises, whether by sudden attack or by secret violation of agreed restrictions.

In this field nothing is more important than that we explore together the challenging and central problem of effective mutual inspection. Such a system is the foundation for real disarmament.

As we think of this problem of armament, we need to remember that the present burden of costly armaments not only deprives our own people of higher living standards, but it also denies the peoples of under-developed areas of resources which would improve their lot. These areas contain much of the world's population and many nations now emerging for the first time into political independence. They are grappling with the urgent problem of economic growth.

Normally they would receive assistance, particularly for capital development, from the more developed nations of the world. However, that normal process is gravely retarded by the fact that the more developed industrial countries are dedicating so much of their productive effort to armament. Armament reduction would and should insure that part of the savings would flow into the less developed areas of the world to assist their economic development.

PRESIDENT EISENHOWER REPORTS ON GENEVA CONFERENCE

(Excerpts from an address which President Dwight D. Eisenhower made by radio and television July 25, 1955, after his return from the Big Four Conference held at Geneva, Switzerland, July 18-23, 1955.)

In the course of carrying on these discussions there were a number of specific proposals, some of which were items on the official agenda. That agenda contained German reunification and European security, disarmament and increased contacts of all kinds between the East and the West.

Most of these conference meetings were given wide publicity and even some of the specific suggestions made in those conferences likewise were publicized. In any event, I can assure you of one thing:

There were no secret agreements made, either understood agreements or written ones. Everything is put before you on the record.

Outside of these conference meetings there were numerous unofficial meetings—conversations with important members of the other delegations and, of course, very specifically with the Soviet delegation.

In these conversations a number of subjects were discussed and among them the Secretary of State and I specifically brought up, more than once, American convictions and American beliefs and American concern about such questions as the satellites of Eastern Europe and the activities of international communism. We made crystal clear what were American beliefs about such matters as these.

Now to take up for a moment the items on the official agenda.

Probably no question caused us as much trouble as that of German reunification and European security. At first we thought that these could be dealt with separately, but the American delegation concluded that they had to be dealt with as one subject. We held that Germany should be reunited under a government freely chosen by themselves, and under conditions that would provide security both for nations of the East and for nations of the West—in fact in a framework that provided European security.

In the matter of disarmament, the American government believes

that an effective disarmament system can be reached only if at its base there is an effective reciprocal inspection and overall supervision system, one in which we can have confidence and each side can know that the other side is carrying out his commitments. Now because of this belief, we joined with the French and the British in making several proposals. Some were global, some were local, some were sort of budgetary in character. But all were in furtherance of this one single objective, that is, to make inspection the basis of disarmament proposals.

One proposal suggested aerial photography, as between the Soviets and ourselves by unarmed peaceful planes, and to make this inspection just as thorough as this kind of reconnaissance can do. The principal purpose, of course, is to convince every one of Western sincerity in seeking peace. But another idea was this: if we could go ahead and establish this kind of an inspection as initiation of an inspection system we could possibly develop it into a broader one, and eventually build on it an effective and durable disarmament system.

In the matter of increasing contacts, many items were discussed. We talked about a freer flow of news across the curtains of all kinds. We talked about the circulation of books and particularly we talked about peaceful trade. But the subject that took most of our attention in this regard was the possibility of increased visits by the citizens of one country into the territory of another, doing this in such a way as to give each the fullest possible opportunity to learn about the people of the other nation. In this particular subject there was the greatest possible degree of agreement. As a matter of fact, it was agreement often repeated and enthusiastically supported by the words of the members of each side.

As a matter of fact, each side assured the other earnestly and often that it intended to pursue a new spirit of conciliation and cooperation in its contacts with the other. Now, of course, we are profoundly hopeful that these assurances will be faithfully carried out.

One evidence as to these assurances will, of course, be available soon in the language and the terminology in which we will find speeches and diplomatic exchanges couched. But the acid test should begin next October because then the next meeting occurs. It will be a meeting of the Foreign Ministers. Its principal purpose will be to take the conclusions of this conference as to the subjects to be discussed there and the general proceedings to be observed in translating those generalities that we talked about into actual, specific agreements. Then is when real conciliation and some giving on each side will be definitely necessary.

Now, for myself, I do not belittle the obstacles lying ahead on the road to a secure and just peace. By no means do I underestimate the long and exhausting work that will be necessary before real results are achieved. I do not blink at the fact that all of us must continue to sacrifice for what we believe to be best for the safety of ourselves and for the preservation of the things in which we believe.

But I do know that the people of the world want peace. Moreover, every other individual who was at Geneva likewise felt this longing of mankind. So, there is great pressure to advance constructively, not merely to reenact the dreary performances, the negative performances of the past.

We, all of us, individually and as a people now have possibly the

most difficult assignment of our nation's history. Likewise, we have the most shining opportunity ever possessed by Americans. May these truths inspire, never dismay us.

I believe that only with prayerful patience, intelligence, courage and tolerance, never forgetting vigilance and prudence, can we keep alive the spark ignited at Geneva. But if we are successful in this, then we will make constantly brighter the lamp that will one day guide us to our goal—a just and lasting peace.

THE FUTURE OF THE UNITED NATIONS

(Excerpts from an address by British Foreign Secretary Harold Macmillan at the Tenth Anniversary Meeting of the United Nations, San Francisco, Calif., June 21, 1955.)

The great debates in the United Nations help to keep the problems of peace and war before men's minds. They encourage the world's statesmen to try to solve these problems before the anxious eyes of all peoples.

During these ten years the United Nations has adapted itself with remarkable flexibility to the rapidly changing conditions in the world.

Its work, as developed today, differs in many respects from what its founders envisaged in 1945. Though the labors of the Security Council may have been frustrated, the prestige of the General Assembly has been enhanced.

A study of the valuable compendium of United Nations practice, compiled by the Secretary-General, clearly illustrates how the United Nations has shown itself capable of adapting its machinery in the light of procedural experience without, of course, doing violence to its Charter. One of the most striking examples is the Resolution known as "Uniting for Peace" adopted in 1950 which enables the General Assembly to act with promptness if the Security Council is unable to discharge its responsibilities. Indeed, the Charter of the United Nations has proved to be a finely-adjusted and balanced instrument, sufficiently flexible to permit of adaptations and interpretations, corresponding to the changes in the international scene.

The United Nations is not, and does not claim to be, the only international instrument for world peace. No one would require that all international relationships must be conducted directly under the United Nations. The United Nations is a public forum. It is still experimenting with the new techniques of multilateral diplomacy. But the methods of old fashioned diplomacy may be more suitable for dealing with certain international problems. The recent settlement of the Trieste question is an example. Our experience has shown that, far from contributing towards a peaceful solution, public debate of certain issues in the United Nations can sometimes act as a disruptive influence. The United Nations is greatly strengthened by all and any developments in the direction of peace and removal of tensions, such as parties to disputes are urged, in Article 33, to seek between themselves. Indeed, its mere existence is an encouragement to those ends. Whether it is acting directly or indirectly, whether as a deterrent to a political aggressor, or as an encouragement to those who wish to settle their differences peacefully, the influence of the United Nations is all pervading. It cannot be ignored. The very

wording of the Charter has acquired a force of its own. It has entered into our vocabularies and our minds. It is adopted by the statesmen of all nations in drawing up Treaties and Communiques or in expressing their views at international conferences.

And what of the future? There have been many disappointments. There have been serious back-slidings. But our Organization is still very young. It has shown itself capable of growth and adaptation through the experiences of the past decade. There are rich fields for development, not least in the sphere of economic and social work. To many member states, the chief value of the United Nations is the encouragement and material help it can offer in raising the living standards of their peoples, and in banishing the ignorance and hopelessness in which subversion breeds so rapidly. The importance which Great Britain attaches to this work is well illustrated by the substantial contributions of money, men and material which we make each year to the United Nations bodies controlling the flow of technical assistance to the less developed countries, and to the Specialized Agencies which are quietly carrying on the world-wide struggle against poverty, ignorance and disease. I firmly believe that the economic and social work of the United Nations and the Specialized Agencies, though it may be unspectacular, is one of the most important contributions to the construction of a peaceful world.

But there is one current activity of the United Nations which can accurately be described as spectacular: namely the imaginative proposal to create an International Agency which will open the way to the use of atomic energy for the benefit and not the destruction of mankind. This splendid idea is already taking shape. It is significant that it was in the United Nations itself that President Eisenhower first announced it; and it will be as a result of the unanimous vote taken in the General Assembly last November that the machinery will be established which may eventually prove to be the blue-print of a revolutionized industrial and social life for the world of the future. The nations, which have learned how to harness nuclear power to serve pacific ends will soon be gathering together at Geneva to exchange their knowledge and give all others the fruits of their researches. This may well prove to be the most important international conference which the United Nations has organized.

Will those shining visions of the future be realized, or, will they remain tantalizingly out of reach? The pageant of history in the past decade has been darkened by disillusionment and, sometimes, despair. The tensions between East and West have seemed unending. But recently there has been a lifting of the cloud. Within a few weeks the leaders of the Four Great Powers will be meeting together for the first time since Potsdam.

Can we recover the mental outlook of 1945? Can we get back this summer on to the road of cooperation between the Great Powers? Can we find again here in San Francisco the inspiration and the will to work together? No one yet knows the answer to these questions. But if we can apply the old pioneering spirit to the work that lies before us, then this is indeed an auspicious moment and these our meetings will be memorable.

Whatever the immediate future may bring, this Organization must

be preserved and cherished. The United Kingdom will continue to strive by all means in her power to use and perfect this unique instrument for international cooperation which is the United Nations. Whatever its defects may be and however far it may have fallen short of the high hopes placed on it in 1945, it remains unique — the only place in the world where all the world's problems can be considered as a whole. The United Nations, as it stands today, probably represents the highest common factor of agreement that is possible amongst the nations. It is still evolving. The aspirations, the hopes, the standards of conduct set out in the Charter correspond to what the world requires. Such an organization of universal character matches the needs of the twentieth century.

If we are to avoid a third and far more terrible world war; if we are to keep the peace and build up the strength of the free peoples, we shall need the United Nations. We must maintain our faith in it, whatever the future may bring. Let us look forward to the future, not backward to the past, except to learn and apply its lesson.

STATEMENT BY FORMER PRESIDENT HOOVER

(Excerpts from a statement by Former President Herbert Hoover before the Subcommittee on the United Nations Charter of the Senate Foreign Relations Committee, Washington, D. C., April 21, 1955.)

Some of you may be aware that I had some part in the Versailles Conference, and I subsequently supported the American entry into the League of Nations. And I have felt that any real diagnosis of the problems of the United Nations today can benefit some from an appraisal of the forces which brought about the difficulties of the League of Nations after World War I.

The structure of the two organizations is exactly on the same fundamental pattern.

The Council of the League required a unanimous vote of the permanent member nations from the victorious powers, which amounted very much to the veto power of the Security Council. The Assembly had very much the same functions that the present Assembly has.

There is only one major difference in structure, and that is the more ample provision in the United Nations for the mobilization of military forces than there was in the Covenant of the League of Nations.

Some of the experiences of the League have a sort of bearing on the problems which we face today in the United Nations.

We came out of World War I and World War II with the illusion that the military cooperation which we had secured in victory would continue as a unified action to make, organize and keep the peace. But after both wars, the old animosities, fears and grievances, together with new ideologies sprang up and finally dissolved most of the unity.

So both the League and the United Nations were the product of an idealism which did not contemplate the destructive effect upon peace and upon the organization by totalitarian governments such as did destroy the League, and of course embarrasses the United Nations.

The Communist totalitarian governments today, of course, are resolutely conspiring to overthrow other governments. They show no more cooperation toward building peace than did the Fascist govern-

ments after World War I. The differences between the great powers made the League impotent to settle disputes between the great powers. The same situation exists in the United Nations.

The United Nations has had more success in the settling of disputes among minor powers than did the League of Nations. It has had somewhat more success in applying the sanctions which are a part of the powers of both organizations.

The League was practically wrecked on the attempt to apply sanctions on Italy.

And the United Nations has shown an ability to apply sanctions in Korea, although we, all of us, know the unfortunate incidents and conflicts that developed.

We are confronted today with the problems of Communist opposition in effecting any possible amendments to the Charter.

Comparison of U.N. and League of Nations

Senator Smith. Just one thought occurs to me. Mr. Hoover, you lived through the days of the setting up of the League of Nations, and you also have observed the setting up of the U. N. You probably have done some thinking on why the League of Nations actually failed. I would like to ask a simple question. Do you feel that conditions exist today similar to the conditions that existed when the League of Nations failed, so that we can look for a similar kind of failure from the United Nations? Or are there different conditions today that make the United Nations more or less vulnerable to the situation that the League was presented with?

Mr. Hoover. Senator, the United Nations is beset with the same forces that succeeded in destroying the League of Nations. The United Nations, in my belief, has shown more strength. It has held together more cohesively. At least, it has not thrown in the sponge and it has a record of more accomplishments than did the League.

The United Nations has brought about, I think, six agreements which settled disputes between the smaller nations, and they have performed a number of economic and philanthropic activities that were not so well dealt with by the League. I should think, on balance, the United Nations has done better than the League of Nations, and shows more vitality even despite everything that besets it.

Senator Smith. I gathered from your testimony, your statement, that you distinctly favor our staying in the U. N., with all its difficulties and troubles?

Mr. Hoover. Yes. In my opening remarks, I said I didn't think we could afford to abandon any agency that has any possibility of promoting peace in the world.

Russian Membership in the U.N.

Senator Smith. My next and final question is this: it is being urged by many people, because of Russia's attitude and Russia's trying to sabotage practically everything we are trying to do, including, of course, her attempts to enter the Korean situation, that we should throw Russia out of the United Nations. Is it your considered judgment that it would be much better to have Russia in the United Nations than to have them out?

Mr. Hoover. Senator, at one time I made a suggestion that either the Russians be asked to retire in order to give free entry to 14 nations which they have excluded, and in order that we might have a more unified front among free nations, and I suggested that if it was not possible to get them out of the United Nations we might consider a new organism to include only the free nations.

I don't think at the present moment in view of conflicts which have developed among free nations that either course would be workable. My own conclusion is that we have to go on and worry with the Russians and with the hope that things may be better sometime. In any event, we have the opportunity of exposing them in five languages all at once.

THE UNITED NATIONS AFTER THE SUMMIT MEETING

(Excerpts from an address by Christopher H. Phillips, Acting Assistant Secretary of State for International Organization Affairs, at Boston, Mass., August 8, 1955, as carried in The Department of State Bulletin, volume 33, pages 255-259, August 15, 1955.)

I believe that in the light of the summit meeting the United Nations has open to it two broad avenues:

First, to promote better standards of life for all people.

Second, to make progress toward the long-range goal of international security.

Atoms for Peace

We can now push ahead more vigorously than ever to develop the atom for the purpose of peace. Because the atom has unlocked untold opportunities in the world of peaceful progress, President Eisenhower went before the General Assembly in late 1953 to ask that all nations apply their ingenuity and resourcefulness in a program of international cooperation in this field.

It is now less than 2 years since then. At the Ninth General Assembly of the United Nations last year Ambassador Henry Cabot Lodge, Jr. announced the intention of the United States to make available 100 kilograms of fissionable material to assist nations in their own programs. The British followed suit with an offer of 20 kilograms.

Last fall the General Assembly unanimously passed a resolution calling for the establishment of an international atomic energy agency and the holding this year of an international conference of nuclear scientists under the sponsorship of the United Nations.

Since the adoption of this resolution these paper proposals have been brought far toward reality. A large number of agreements have already been signed by the United States with other countries, making available fissionable materials for their own research projects. Selected foreign students and scientists are already studying in our laboratories. And Admiral Strauss, Chairman of the Atomic Energy Commission, recently announced that we would make available an additional 100 kilograms of fissionable material for the program.

The international scientific conference which is opening today in Geneva will be the best and broadest exchange of technical information in history. It has brought together hundreds of scientists from 66 nations. Over 1,200 scientific papers have been submitted to the con-

ference. We have also built a research reactor on the conference site to exhibit in a concrete way our own achievements and what others can achieve in a relatively short span of time.

Raising Living Standards

The new climate created by Geneva should also enable the United Nations to make further progress in the economic and social field. From the beginning of the United Nations, our Government has strongly supported the work of the United Nations Economic and Social Council and the work of the various specialized agencies—such as the International Labor Organization, the Food and Agriculture Organization, and the World Health Organization. All these agencies have one basic, central aim. This is to raise living standards throughout the world. That is the task. Raise living standards, and some of the conditions contributing to social unrest and political instability are removed. Ignore world economic and social problems, and our own well-being and security inevitably suffers.

Valuable work has also been done in the past few years, in cooperation with other specialized agencies, on the overall problem of advancement of underdeveloped countries. This work is financed largely through the U. N. technical assistance program. The United States contributes over one-half of the financial resources of this program.

International Security

The second avenue of opportunity open to the United Nations in the light of the summit meeting is a formidable one—to progress toward the long-range goal of international security. This calls for intensive and unremitting efforts along three parallel paths:

First, harmonizing the differences among nations.

Second, collective resistance to aggression.

Third, limitation of armaments.

The problem of arms limitation has faced mankind for countless generations. It has been on the books of the United Nations since 1946. The yearning of mankind for a peaceful world has reached a new height in the atomic era. Progress toward arms limitation has become a problem of avoiding the destruction of mankind. We must constantly renew and intensify our efforts to establish an effective, safeguarded disarmament system. On the other hand, we must never for one moment fall into the trap of "paper" disarmament such as was attempted after World War I. Effective arms limitation must include strict inspection and controls.

The President stirred the summit meeting, and the entire world, with his proposal that the Russians and the United States immediately exchange military blueprints of all installations and permit each other to make unlimited aerial photographs. He later made it clear that this included even atomic installations. What better proof could there be of our sincere purpose?

This proposal will be among those to be considered by the Disarmament Subcommittee of the U. N. when it meets on August 29 as directed by the four Heads of Government.

At the same time as we work for arms control we must continue

within the framework of the United Nations to develop our own capacity, in concert with others, to deter or suppress aggression.

The free world has learned by bitter experience one important lesson in the years since the end of World War II. It is this. We must keep ourselves in a position of moral and military strength and flexibility while negotiating with the Communist world for genuine peace and respect for international agreements.

Peaceful Settlement of Disputes

The third path we must follow toward international security is the peaceful settlement of disputes among nations through the United Nations. This is a never-ending path. We will, of course, always have disagreements among nations that must be settled. The international climate at any given time will affect the chances of settlement, the methods, and the consequences. The United Nations has been successful in settling many sharp disputes without Soviet cooperation—and even sometimes in the face of their obstructionist tactics. Just imagine the achievement for world peace which could result with Soviet cooperation.

The question we are all asking these days is: Have the Russians really changed? Are they now really ready and willing to live and let live—to adjust problems peacefully? In the words of President Eisenhower on his return from the summit conference:

" . . . we must never be deluded into believing that one week of friendly, even fruitful, negotiation can wholly eliminate a problem arising out of the wide gulf that separates, so far, East and West. . . . "

The 6 days of the summit meetings obviously could not provide the waiting world with an answer. A complete answer must come over a period of years in the process of trying to resolve the great range of issues which have divided us. Meanwhile, we must, of course, keep our powder dry while losing no opportunity for honest negotiation. During this period the United Nations can play an important role in facilitating contacts, testing intentions, and cushioning the shock of outstanding differences.

WHAT HAPPENED AT GENEVA

(An editorial in The New York Times for July 24, 1955.)

The heads of the Big Four Governments have finished what could be done at Geneva in a week of working days, have made their amiable farewells to each other and leave the Palace of Nations in a sort of between-seasons quietness. What they did not accomplish their foreign ministers will now take up. In three months, more or less, the foreign ministers, in the coolness of a Geneva fall, will formally resume the task that their superior officers were not able to finish. These courageous gentlemen will be expected to try to agree on German unification, European security, disarmament (utilizing for this the U. N.) and how to lower the Iron Curtain.

Those who expected little in the way of immediate returns from the Geneva meeting were not disappointed. There were not, and could not be, large immediate returns. The blunders, mischances and evil deeds of ten years and more could not be undone in six days. They could not

be undone even by supermen, and these were not supermen. Neither the electoral processes of the democracies nor the power struggles of a dictatorship can be guaranteed to produce supermen when needed.

President Eisenhower, Prime Minister Eden and Premier Faure could not promise to work miracles. What Premier Bulganin expected we have no way of knowing. The four men, aided by capable staffs of advisers, fenced with each other, discussing the main points of disagreement as though they might convince each other by a sufficiently plausible line of argument. Nobody was convinced of anything he did not believe before.

Agreement on all these points could have been followed by a peace treaty explicitly ending the cold war. There was no such agreement. The West would have liked to begin with German unity and proceed from there to a reduction of armaments and the creation of a security system. The Russians preferred to start with a "security system" which would have destroyed the North Atlantic Treaty alliance and the existing West European security system.

On an otherwise comparatively dull day President Eisenhower created a mild sensation by proposing to link a reduction of armaments with a system of inspection both by land and by air. It is difficult to visualize one or more airplanes, controlled in part by Russia, flying over American military installations on this continent with our consent, but that was what the President seemed to have in mind. It is even harder to visualize American planes inspecting Russian soil.

Except for some mutual expressions of goodwill, some of them formal, many more of them informal, the Big Four conference "at the summit" leaves us about where we were before. The heads of government may say with the author of Rubaiyat that they, too, came out by the same door where in they went.

Yet this conference was not futile. The fact that it took place at all is hopeful. Even the propaganda that came out of it may be hopefully interpreted. For if this were a world ruled entirely by force, if it were wholly a materialistic world, propaganda would not be necessary. The Big Four had to care what humanity thought about them. They may change their methods and procedures, but they cannot be indifferent to any proposals that will lessen the danger of a mutually disastrous war.

President Eisenhower, perhaps, won the moral victory at Geneva if there was such a victory. Nobody reading his words could doubt that he was full of goodwill toward all men and that therefore he honestly strove for peace. In that striving he represented what is best in this nation. His final words were encouraging. It had been, on the whole, he thought, "a good week" and "prospects of a lasting peace, with justice, well-being and broader freedom are brighter."

A word of caution is necessary at the end. We cannot disarm, we cannot wholly trust any agreement with Soviet Russia, until the Iron Curtain is down and freedom established on Soviet soil. First things must come first—and these are first things.

But a third World War would be no solution. A *modus vivendi* to avoid that frightful tragedy is essential, and we now seem a little nearer to it.

REFERENCES

For material concerning the United Nations, the principal or teacher in charge should write the Chief, Educational Liaison Office, Department of Public Information, United Nations, N. Y.

The United States Mission to the United Nations will no doubt be able to furnish some material of value to those who are making a study of the Program topic. The principal or teacher in charge should write for available material to the U. S. Mission to the United Nations, 2 Park Avenue, New York 16, N. Y.

The Department of State will no doubt be able to furnish some material of value to those who are making a study of the Program topic. The principal or teacher in charge should write for available material to the Public Services Division, Department of State, Washington 25, D. C.

The November, 1949, number of the University of North Carolina Extension Bulletin deals with the subject: "Building World Peace in the Atomic Age: What Are the Responsibilities of the United States in the United Nations and in the Atlantic Pact?" The price of this publication, which was used as the handbook for the Program of 1949-50, is 50 cents a copy. Address the University Extension Division, Chapel Hill, N. C.

The November, 1950, number of the University of North Carolina Extension Bulletin deals with the subject: "How Can We Help to Build World Peace in the Atomic Age?" The price of this publication, which was used as the handbook for the Program of 1950-51, is 50 cents a copy. Address the University Extension Division, Chapel Hill, N. C.

The November, 1952, number of the University of North Carolina Extension Bulletin deals with the subject: "Building World Peace: What Have Been the Achievements and What Are the Prospects of the United Nations?" The price of this publication, which was used as the handbook for the Program of 1952-53, is 50 cents a copy. Address the University Extension Division, Chapel Hill, N. C.

The November, 1953, number of the University of North Carolina Extension Bulletin deals with the subject: "Building World Peace: How Can the United Nations Prevent Communist Aggression and Preparation for Aggression?" The price of this publication, which was used as the handbook for the Program of 1953-54, is 50 cents a copy. Address the University Extension Division, Chapel Hill, N. C.

The September, 1954, number of the University of North Carolina Extension Bulletin deals with the subject: "The Role of the United Nations in the Building of World Peace." The price of this publication, which was used as the handbook for the Program of 1954-55, is 50 cents a copy. Address the University Extension Division, Chapel Hill, N. C.

Each school might find it useful to have a copy of Part 12 of the "Review of the United Nations Charter," Hearings before a Subcommittee of the Committee on Foreign Relations, United States Senate, 84th Congress, First Session, Washington, D. C., April 18, 20, 21, 22, 25, and May 3, 1955. Supt. of Documents, U. S. Government Printing Office, Washington, D. C. Price, $1.00.

Senators and Congressmen may be able to furnish from Congressional sources some material bearing on the topic under discussion.

FILMS ABOUT THE UNITED NATIONS

The Bureau of Visual Education of the University of North Carolina Extension Division will be able to supply a number of films dealing with the United Nations or related topics to schools, clubs, or other organizations. For rental rates, address the Bureau of Visual Education, Abernethy Hall, Chapel Hill, N. C. A partial list of the films is given below:

"Our Stake in Troubled Morocco," running time 26 minutes.
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"Factories, Mines and Waterways (Western Europe)," running time 20 minutes.
"Trade and Industry (Great Britain)," running time 20 minutes.
"Middle East; Powderkeg on Rim of Communist World," running time 26 minutes.
"Spotlight on Mexico," running time 17 minutes.
"Germany Today," running time 26 minutes.
"Atomic Power," running time 10 minutes.
"Brotherhood of Man," running time 10 minutes, color.
"Japan, Island Nation," running time 20 minutes.
"Defense of the Peace, UN," running time 10 minutes.
"The UN in World Disputes," running time 21 minutes.
"Korea: Long Road to Peace," running time 20 minutes.
"Operation Ivy," running time 28 minutes.
"World Without End," running time 39 minutes.
"Workshop for Peace," running time 28 minutes.
"Middle East," running time 14 minutes.

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The Information Center, in cooperation with the University of North Carolina Library, assists North Carolina public and school libraries in providing local World Affairs information services. In addition to the distribution of State Department and United Nations informational materials to the libraries, lists of other publications related to international affairs are provided and, if possible, furnished by the Center. A selected bibliography of related books and documents in the University Library, which are available to the participating libraries on a loan basis, is provided.

Requests for information should be addressed to R. M. Grumman, Director, University Extension Division, Box 1050, Chapel Hill, N. C.

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FOREWORD

Lectures in the Humanities began in 1944 so that members of the University faculty teaching arts and literature might present some of those materials to general audiences and particularly to undergraduate students. The Lectures have now rounded out a decade during which invited lecturers from a dozen University departments have contributed to the knowledge and appreciation of Chapel Hill audiences.

The lectures have not been commemorative speeches nor comments on current events. Their permanence of interest suggested that they be given the permanence of print and the wide circulation possible for a series of pamphlets. In their printed form the lectures have usually been accompanied by a list of background readings. Appropriately, the annual printed series has been issued through the University Extension Division, an agency of the University which goes to the boundaries of the State—and, in the spirit of humanistic learning, beyond all boundaries.

Raymond Adams
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The Division of the Humanities
Committee on Lectures

William Wells, Kenan Professor of English at the University, received his A.B. and A.M. degrees from the University of Southern California in 1929 and 1930, and his doctorate from Stanford University in 1935. He came to the University of North Carolina in 1935 as Instructor in English. He was appointed Assistant Professor in 1937 and Associate Professor in 1941. He has been Professor of English since 1946. He has held a number of offices in the University: General College Adviser (1936-41), Academic Co-ordinator of Navy V-12 Program (1943-45), Dean of the College of Arts and Sciences (1946-51), and Chairman of the General Faculty (1952-55). His major professional interest is the English Renaissance. At present he is General Editor of the *Renaissance Bibliography,* published annually in *Studies in Philology.*

ERASMUS AND THE PRAISE OF WISDOM

By William Wells

One of the best known portraits of Renaissance men is Hans Holbein's profile study of Desiderius Erasmus, made in 1523. Here, we may agree, is a portrait of artfully simple composition and unimpeachable draughtsmanship. Here too is an interpretation of the scholar's spirit by a man who observed his contemporaries with clear-eyed sympathy and, through his sure art, gave many of them lives beyond their own time. The scholar is at his writing desk; presumably he is standing rather than sitting for his portrait, since his head inclines towards his work only slightly and his shoulders not at all, as he directs his attention to the flow of words from his lightly held pen. The beringed fingers of his left hand are slightly tensed, ready to push the paper up, for his pen hand is finishing the third line of script on the page before him. The furred gown and the plain square scholar's cap invite our attention to the paleness of the writer's face—an ivory almost as light as the paper on which he writes. Perhaps more than the quiet alertness of the heavy-lidded eye and the mouth lightly closed, this paleness suggests that Holbein intended tranquillity to be dominant in the portrait. Even the choice of the dark background of small-flowered tapestry and wood panelling seems calculated to make clear the harmony of an accustomed physical quietness with an habitual activity of the intellect.

A review of Erasmus' life to 1523 at first may suggest to us that this emphasis in the portrait upon serenity is a too facile interpretation of his spirit. He was the younger of two illegitimate sons of the cleric Gerardus, who though not well known to history seems to have been less delicate in sensibility and less frustrated in purpose than legend and, more particularly, the eloquent account of him in Charles Reade's *Cloister and the Hearth* would allow. In the letters of Erasmus the man we find the most circumstantial account of Desiderius the boy. He first attended school at Gouda, a village near his birthplace of Rotterdam; his mother, Margaret Bergen, had plans for him to become a church musician and so had him enrolled as a chorister in the Cathedral at Utrecht. As it became clear that her hopes and his aptitude for ecclesiastical music did not agree, Desiderius was entered in the school at Deventer where he met, among other fellow students destined to become famous, Adrian of Utrecht, who was to be appointed tutor to Charles of Burgundy (later Emperor Charles V), and who finally was to ascend the papal throne as Adrian VI.

Erasmus began his studies at Deventer with the series of declensions and tenses in the two books, the *Pater Noster* and the *Tempora;* he moved on to the versified grammars: he tells us he studied the book of John of Garland, the *Textus Equivocorum* (which had been introduced at Toulouse in the thirteenth century) and the *Graecismus,* the metrical grammar of the twelfth century by Eberhard of Artois, which, as the title indicates, included an elementary study of Greek. Of course this versifying of grammar was a mnemonic device to help the boys fasten upon the rules and their illustrations more quickly than they might be

expected to do from the prose of the older "standard" grammars Donatus and Priscian. Study at Deventer did not put a copy of ea text before each student. We recall that in the sixteenth century t printing of school texts was to become useful and, for some printers a perhaps fewer compilers, a profitable industry; but in the last quart of the fifteenth century the use of many identical text books in t same form of one Latin grammar school was not expected. Instea study in class largely consisted in the taking down by each student t master's dictation of the text and its commentary, the method denot by the original meanings of *lecture* and *lesson.*

Though later Erasmus may not directly lament the murder of h time by the cudgel of dictation, he says the teaching was bad, and cha acterizes his master as slow-witted, not quite literate, and unjust. Y it was at Deventer that he saved or was given time to compose Lat poems, to practice prose composition which revealed a close reading the poet Ovid, and to memorize Horace and Terence (who in t fifteenth century was regarded as a prose author), as he discovered the merits for himself. As we may judge, these activities, significant Erasmus' formal education, are even more notable as early indices his lifelong enthusiasm for discriminating study. So the inevitable sto predicting greatness is told that when Rudolph Agricola, a distinguish German scholar of the fifteenth century who perversely and loudly pr ferred Quintillian, Cicero, and Pliny to the Aristotle of St. Thomas, whom his university education was centered, visited Deventer on inspection tour he remarked as he stood with his hand on Desideri shoulder, "This lad surely will amount to something."

According to Erasmus' account, close upon the death of his paren the small patrimony left his brother and him was negligently lost their guardians. First the boys were sent to school at s'Hertogenbos maintained by the Brethern of the Common Life. After some montl Erasmus applied to his guardians for permission and means to enter university; the guardians pointed out that the times were troubled a professed, truthfully enough, that there was nothing left to support h further study. They urged him to provide for himself by enteri monastic life. For a time he stubbornly refused; but under the persuasi of a school friend who dwelt on the pleasures of reflection in the cloist he at last sought and received the allowance required of a minor to ent the House of the Augustinians at Steyn, near Gouda. He served h year's novitiate and was received among the canons of the order. Y can easily remark the error of a young man of Erasmus' temperament entering what was for the whole-hearted and serious-minded a m demanding way of life; but then we observe from our vantage-poi beyond the life of the least retired scholar-teacher of his age. In t seven years that he remained at Steyn his dream of further study d not fade; rather it grew into a fixed purpose. He experimented with imitation of the platonic dialogue in his *Antibarbari,* a defence of t study of the classics, which was published in an expanded form in 15 and he himself applied vigorously to a close reading of the Chur Fathers. At last his intelligence and persistence in study commend him to the Bishop of Cambrai, and when he received appointment as t

Bishop's Latin secretary he left the House of the Franciscans, never to return as a resident; we may note, however, that he remained nominally a Franciscan, though years later he received papal dispensation to reside away from his order and to relinquish the marks of dress distinctive of the Brotherhood.

Erasmus' zeal for learning won from his patron the Bishop both the permission to study at Paris and the grant of a bursary or scholarship in the College de Montaigu there. At the University his scholarly enthusiasm for the classics increased his reputation which had preceded him. Seeking his baccalaureate degree in theology, a discipline for which Paris was famous, he began attendance upon the Scotist lectures but continued his reading of the new followers of Plato; he discovered Lorenzo Valla who had died before Erasmus was born but whose impudent humanist questions continued to distract the last of the Schoolmen from their disputations. When Erasmus' grants-in-aid failed to provide for the expense of living, modest as it was, he took pupils. The earliest of the *Colloquies* date from this period, for Erasmus dictated some of them to his students, to increase their vocabularies and give them some minimum store of idiomatic expressions. At the same time, it is not surprising that they teach manners. Our ancestors took for granted the intimate relationship between ways of speech and other social habits; they did not need to be reminded by any professional that the most powerful of all customs is speech. The colloquy between the Schoolmaster and the boy is illustrative:

> Master. You seem not to have been bred at court, but in a cow-stall; you behave yourself so oafishly. A gentleman ought to behave himself like a gentleman. When any one that is your superior speaks to you, stand straight, pull off your hat, and look neither cynically, surlily, impudently, saucily, nor restlessly, but with a dignified, modest, pleasant manner and a respectful look upon the person who is speaking to you; your feet side by side, your hands quiet. Don't jiggle on your feet or stand first on one foot and then the other; don't play with your fingers, or bite your lip, or scratch your head, or pick your ears. See that your clothes are neat and trigly fastened, so that your whole appearance and manner may reveal modesty and courtesy.
>
> Boy. Would you like me to try?
>
> Ma. Yes.
>
> Boy. Is this right?
>
> Ma. Not quite.
>
> Boy. How is this?
>
> Ma. That does pretty well.
>
> Boy. Is this the way I am to stand?
>
> Ma. Yes. That is excellent: remember that posture. Don't be gossipy or talkative, or paying attention to anything but what is being said to you. If an answer is expected of you, make it brief and to the purpose; use some title of respect as a preface to your remarks, now and then bow, especially when you have finished speaking; remember not to go away without first asking permission or being bid to go. Now let me see how you practice this. How long have you been away from home?
>
> Boy. Almost six months.
>
> Ma. You should have said 'sir."
>
> Boy. Almost six months, sir.
>
> Ma. Don't you want to see your mother?

Boy. Yes, sometimes.
Ma. Do you want to go to see her?
Boy. Yes, with your permission, sir.

Ma. Now you should have made a bow. That's fine; remember to make it. When you speak, don't race, or stammer, or mumble in your throat; but take pains to pronounce your words distinctly and clearly. If you meet any older person, a magistrate, a minister, or a doctor, take off your hat, and make your salutation. Do the same when you pass any sanctuary, or the image of the Cross. When you are at a dinner, behave cheerfully, but always so you remember your age. Serve yourself last; if any tidbit is offered you, refuse it politely; but if they insist, accept it with thanks and after cutting off a little of it give it back to him who offered it to you or to the person who sits beside you. . . . Don't disparage anybody or attempt to take over anybody's place. Don't boast of any possession of yours and don't undervalue anything that belongs to someone else. Be courteous to your inferiors; don't be a gossip, and by this means you'll win a good character and gain friends without envy. . . .

Boy. I'll do my best, sir. Is there anything else you'd have me do?
Ma. Now to your books.
Boy. Yes, sir.

To be sure, it was Erasmus' colloquies of a later date emphasizing the needs of social reform which were to make the collection one of the most popular secular books of the western Renaissance. Yet even the practical conversations written early reveal that temper of wit and good judgment which not inappropriately is to be identified as Erasmian. The later prodigious development of the *Colloquies* by the continual addition of critiques upon that tyrant custom—to follow Erasmus' phrase—stimulated readers to exhaust one expanded edition after another: before the 20th Century began there had been published very nearly 250 editions. A passage from one colloquy composed in the 1520's is appropriate for our notice here because it comments on the College de Montaigu when Erasmus was a resident. The colloquy, *On the Eating of Fish,* is a dialogue between a butcher and a fishmonger, appropriately enough on the relationship between God's law and human physical needs, and contains the following digression by the Fishmonger:

. . . . At that time one John Standoneus was presiding officer, a man whose temper you would not find offensive and whose abilities you would like to have for your own; for, as I recall, when he was young he was very poor and very charitable, and that is highly commendable; and if he had continued to supply the necessities of young men as he found them the substance for continuing with their studies, he wouldn't have had enough money to waste, but he would have done praiseworthily. But what with lying hard, by bad and meagre diet, late and hard studies, within one year's space, he killed some of the very promising young men of good intellect; he blinded others; he caused some to run mad, and others to fall into serious sickness. A number of them I know well; as a matter of fact every one of them was in peril from him. Wasn't this cruelty against one's neighbor? . . . Neither did this cruelty destroy only ordinary persons, but many gentlemen's sons too, and ruined many a promising scholar. It is, of course, the responsibility of a father to hold in restraint youth having a tendency to lasciviousness.

> But in the very depth of winter, here's a scrap of bread given them when they ask for their meal; and for their drink, they have to draw from a well that gives bad water, unwholesome and made worse by the coldness of the morning. I am acquainted with many that never got over it. There were rooms on the ground-floor, and decaying walls, standing near a foul house of office, in which if anyone lived, he either caught his death or some desperate illness. I shan't mention the merciless whippings, even of innocent persons. They say this is to break their fierce spirit, for that is what they call a lively mind; and so they cow the spirits to make them humbler in the monasteries. Nor will I call attention to how many rotten eggs were eaten, or how much sour wine was drunk. Maybe this is corrected now; but that's too late for one who is already dead or who lugs around a contaminated carcass. I don't mention these things because I feel any ill will to the college, but I considered it important to give this mention so as to prevent human severity from injuring the very young and inexperienced under the pretence of religion.

In spite of such wretchedness, Erasmus proceeded B.D., probably in the Spring of 1498. His desire to go to Italy for his doctorate could not be satisfied because of his circumstances then; he was later to receive that degree at Turin. Erasmus never suffered fools or poverty gladly: as the fool is the gross opposite of the wise man, so poverty is the enemy of personal freedom; not that freedom was Erasmus' goal. I believe it will appear that he sought after, found, and cherished his freedom as a means rather than an end of life; his purpose was the search for wisdom. But early in his career he could not have failed to observe the paradox explicit in the phrase "poor scholar." Simply then, if he was to acquire wisdom efficiently he needed personal freedom; if he was to find freedom he must secure sufficient means for independence. This conclusion explains his generally successful cultivation of a succession of patrons throughout Europe.

As it turned out, his ultimate success in achieving independence began in his teaching. Among his Latin pupils, William Blount, the oldest son of Lord Mountjoy, and Thomas Gray, a younger son of the Marquis of Dorset, became his friends. By invitation, Erasmus accompanied young Blount to England. Through him he met William Grocyn, who taught elementary Greek at Oxford, Thomas Linacre, scholar and physician, John Colet, student of theology and philosophy already distinguished by his new learning acquired in Italy and being demonstrated in his lectures at Oxford on the Pauline epistles, and Thomas More, a young man of promise. Erasmus arrived in England in May, 1499; the season of the year symbolized the pleasantness of his stay almost up to the very end. Certainly his first impression of the country—and one suspects that for him country meant the persons he met in it—was a happy one. He was flattered by the references of his new acquaintances to his achievements, especially since none of his guides to study—*De ratione studii, le copia, de conscribendis epistolis*—and his paraphrase of Valla's *Elegantiae* had not been published. But beyond flattery he was impressed by the discovery of his intellectual kinship with these scholars of England. Their table-talk was not mere repartee by anecdote but vigorous discussion. Dinners became symposia, and during this first visit at least Erasmus did not even censure that incomprehensible English substitu-

tion of ale and beer for the wines of France and Greece. On his subsequent trips he was to lament the miserable cold weather and more wretched potations as they united in aggravating his chronic illness which he diagnosed as the calculus or the stone.

Michaelmas found him on the way to Oxford. There is no record of a stay in Cambridge during this first visit to England. This negative evidence and the fact of his residence as lecturer at Cambridge during his visit in 1505-06 have encouraged some Oxonians to quote Gibbons' epigram that Erasmus taught in Cambridge the Greek he had learned in Oxford. Of course we know Erasmus had fair mastery of Greek before he saw England; but that he continued to learn in the several months at Oxford is surely in harmony with the rest of his career, for he sought learning wherever he was. And the months in England helped him formulate the plan of his life work: the full use of his developing knowledge in the service of the faith he professed. Colet impressed him most deeply; Colet's use in his lectures of the political history of the 1st Century and of the platonism known to St. Paul poured a flood of light upon the Epistles the Englishman was elucidating. With this example before him and others which sprang from his reading of Italian scholars, Erasmus came to look upon the new learning certainly not as a treasure to be hoarded (the notion of learning for learning's sake, no doubt would have seemed a species of foolishness to him), nor primarily as a rod with which to chastise dust-breathing theologasters, but rather as a spade for uncovering the true faith buried beneath human error. Quietly he had evolved the plan of editing major Christian documents.

The one untoward event of his trip to England occurred as he was leaving the country. Contributions received from his English well-wishers were confiscated by the customhouse officials at Dover, for the law forbade travellers to the continent their taking out of the country gold and silver coin—a statute designed to support the Tudor prototype of the slogan "Buy British." Considering himself robbed, Erasmus reached Paris as poor in money as when he had started out. But he had ready very soon a book profitable to him and his readers. It may surprise us as it surprised the historian Froude that the subject was not a satire upon English law or English greed. Before leaving England he had asked his friends to let him have passages from Latin authors they might have collected in their memories or in their commonplace books. The *Collectanea Adagiorum* published as a quarto in Paris in 1500 contained 800 proverbs, mostly of his own gathering. The book was an immediate success on both sides of the Channel and was to enjoy many reprintings and expansions throughout his life. Especially significant, in 1507, the *Collectanea,* now called the *Chiliades adagiorum*—the thousands of adages, in fact some 3200 with commentary—was issued in large folio by the most important press of the age, the Aldine of Venice; the publication, undertaken at Aldo's own risk, was certified as a classic worthy of the study of all educated men.

The *Adages,* generally acclaimed, did not win unqualified favor among ecclesiastical readers. We should sympathize with the long-suffering Bishop of Cambrai who may very well have decided that his

egregious (and now former) protegé at least lacked a sense of decorum and more probably had turned a sustained episcopal benevolence to his own adventurous uses. It is Erasmus' fortune to have had his major endeavors eclipsed by his lighter labors. The *Adages,* and later, in a more pronounced way, the *Praise of Folly,* and the *Colloquies,* are responsible for a very large part of his reputation; yet their composition consumed a very small portion of his efforts. His great plan I have mentioned was begun with a study and preparation of the text of Jerome, whose pure strong expression, independence of spirit, and high devotion to the faith he deeply revered. For the rest of his life he was to put his greatest efforts into the preparation of his editions of the Greek New Testament, and of the works, some complete some in part, of Cyprian, Irenaeus, Hilary, Ambrose, Athanasius, Augustine, Chrysostom, Basil, and at the time of his death, Origen. This is not to say that all his energies given to religious scholarship were directed towards providing texts primarily for theologians. For example, as he labored with his Jerome, he finished a brief instruction for the wayfaring Christian, the *Encheiridion Militis Christiani. Encheiridion,* that which one has in his hand, signifies manual or small weapon, such as a dagger; the ambiguity of definition makes for no obscurity about the purpose of the book; here is intended the practical help for the faithful, militant Christian. Erasmus says he wrote it primarily to correct the simple-minded who confuse religion with ceremony. Thus, in the practice of seeking the intercessions of the Saints, the Christian would do well to please the saint according to the spirit:

". . . . No devotion [is] more acceptable to the Saints, or more fitting than the imitation of their virtues. Do you want to deserve well of St. Peter and St. Paul? Imitate the faithfulness of the one and the zeal of the other; you will thereby accomplish more than if you were to make ten pilgrimages to Rome. Do you wish to render the greatest honor to St. Francis? You are proud, you admire wealth, you are contentious. Make this offering to him: restrain your passions, and after his example, be more unassuming, despise worldly riches, and seek eagerly after the good things of the soul. The good saint will regard this a greater honor than if you were to burn a hundred candles for him."

The *Encheiridion* marks, as well as the editions, Erasmus' preoccupation with the ends of learning. Epigrammatic, sharp-tongued, witty, describe his manner rather than his purpose. Not averse to descending into the arena of controversy, he did not enter combat to display his very considerable talents in casuistic infighting; rather he believed he could find in the local event the means by which truth could be persuaded to appear to all who took the trouble to look. And that is why, no doubt, he sometimes walked in the arena, not as a champion but as a reporter whom only a close view could satisfy.

In 1509, during a visit to Thomas More at Bucklersbury, he wrote, in something less than a week, the *Moriae Encomium, The Praise of Folly.* In the Preface to More he refers to the book as trivial and at the same time defends his method:

". . . . How unjust is it, if when we allow different recreations to each particular course of life, we afford no diversion to studies; especi-

ally when trifles may be so treated of, as that a reader of ordinary sense may possibly thence reap more advantage than from some more big and stately argument . . . unless I am too partial to be judge in my own case, I am apt to believe I have praised Folly in such a manner as not to have deserved the name of fool for my pains."

The only eulogist of Folly must be Folly herself, for all her numerous devotees hypocritically condemn her by name. She begins her self-praise with her genealogy, her proud illegitimate birth, and her education; she names her nurses, Drunkenness and Ignorance, and her attendants, Self-Love, Flattery, Pleasure, and Sound Sleep. She is principally responsible for man's very existence, for the joys of the young and the pleasures of the body. She quotes Sophocles, "To know nothing is the sweetest life." The span of most men's lives she largely controls. Observe children, winsome in their ignorance, and old men, happy in theirs ("Once an old man, twice a child"). For those between babyhood and senility "Folly is the best preservative of youth and the most effectual antidote of old age."

"Look how your hard-plodding students by a close sedentary confinement to their books grow mopish, pale, and meagre, as if, by a continual wrack of brains and torture of invention, their veins were pumped dry and their whole body squeezed sapless; whereas [says Folly] my followers are sleek, plump, and buxom, and altogether as lusty as so many bacon-hogs or suckling calves; never in their career to be arrested with old age, if only they could keep themselves untainted from the contagiousness of wisdom."

Modesty and fear are the two greatest hindrances to any performance; Folly banishes both; hence the fool "shall rush bluntly on and have done with the business" while the wise man "shall run to consult his books. . . ."

"It is Folly that, in a several dress, governs cities, appoints magistrates, and supports judicature; and in short makes the whole course of man's life a mere children's play. . . . The invention of all arts and science are likewise owing to the same cause."

The categories of fools are wellnigh endless. By nations, there are the Scots who brag of their gentility; the French who favor their own good breeding, the Sorbonists of Paris (in effect a separate nation) who hold that they have the greatest proficiency in polemic divinity. The Italians who value themselves for learning and eloquence, and like the ancient Greeks, account all the rest of the world barbarians; the Spaniards who consider themselves good soldiers; the Germans who praise their own skill in magic. All these demonstrate the power of self-love.

Then there are the vocations of doctors, lawyers, grammarians, rhetoricians, courtiers, princes, monks, priests, bishops, cardinals and popes. And after Folly quotes proverb after proverb supporting the proof of their fidelity as her subjects, she says at last "But I forbear any further proverbializing lest I should be thought to have rifled my Erasmus' *Adages*. (When Leo X read the *Praise of Folly* he remarked, "I'm relieved our friend Erasmus is in the *Moria* himself.")

The tone of the panegyric changes towards the end when Folly, as well read in Scripture as in the authors represented in the *Adages,* notes

that true Christians have claimed folly as their own—the pure folly of the saint and the mystic—such folly as the wisest of men would acclaim the greatest wisdom. So Folly ends wisely indeed and proves her wisdom in refusing to make a summary of her oration. "As it is an old proverb, I hate a pot-companion with a good memory; so indeed I may as truly say, I hate a hearer that will carry anything away with him."

In Erasmus' later years *The Praise of Folly* furnished the basis for many attacks upon him; but immediately upon its publication by Gilles Gourmont of Paris in 1511 it was hailed as a brilliant jeu d'esprit by almost everyone except most monastics, some secular priests and a few theologians. "Noster Erasmus" was acclaimed by the vast majority of the educated throughout western Europe—those who thought and wrote in Latin and whose interests were limited only by the international boundary of the world of letters. Soon, through vernacular translations many thousands more were to become acquainted with him. *The Praise of Folly* convinced an even greater number of readers than those who were introduced to him through the *Adages* that Erasmus was a judge to be consulted, because his critical judgments, whether accepted or not, had to be reckoned with. Thus in 1515, when Martin van Dorp, professor a philosophy at Louvain, heard the rumor that Erasmus' Greek text of the New Testament was about to be published with a new Latin translation, he was not a little perturbed. What damage could a scoffer do to the true religion in the setting up of his own translation in opposition to the received Vulgate? So Martin van Dorp wrote a letter of appeal to Erasmus in which he indicated the dangers. The Greek text edited by the author of *The Praise of Folly* would be open to suspicion; the Greek Church was alienated from Rome and so perversions of texts furnished by the Greeks might be expected. But even worse, the new Latin translation would create confusion, because the Councils of the Church had authorized the Vulgate and therefore it could not be "corrected."

Erasmus' reply was patient and detailed. He admitted that his purpose in *The Praise of Folly* was misunderstood by many, a fact he regretted, but his purpose was the same there as in his other works—a revealing of truth. As for the new Latin version, he denied that any council of the Church forbade emendation of the Vulgate, which demonstrably varied from Scriptural translations in Jerome's own work. Imagine, writes Erasmus, a council promulgating this decree:

"Whatsoever in the future, in any way shall be corrupted, depraved, added, or omitted, by any rash and half-educated, or inexperienced, or drunken, or vacillating copyists, to that do we give our approval and authority, and let no man depart therefrom." Certainly the correction of textual errors would strengthen the faith, not encourage heretics.

The edition of the New Testament, which Erasmus dedicated to Pope Leo X, the Medician patron of learning, today is regarded as a poor text, particularly in the first four editions appearing during Erasmus' lifetime. The Greek MSS consulted were not the best, the editing was eclectic, Erasmus' knowledge of paleography was imperfect, his work was hurried (he confesses that he wrote characteristically

"stans pede in uno"); and the printing of the text was very poor. But with such palpable defects the publication nevertheless marks the triumph of the new learning in general and in particular the demonstration of Erasmus' use of his learning for the highest purposes: The New Testament, the greatest of books for the Christian, had been made available throughout Europe. Erasmus comprehended fully the significance of the printed book: two scholars half a world away from each other would have very nearly identical copies of the same important book before them—for two copies of the same printed edition are much more nearly alike than any two MSS however carefully transcribed could be. Any copy of the printed book always might be expected to contain textual errors, but uniformly with other copies of the same edition; in subsequent editions even these few errors might be removed from all copies together. This new recognition of the power of the press which we take for granted went with the humanist belief in the teachableness of men. All writing is for reading—reading in the sense of interpreting; in other words, all writing is for learning. As early as the *Antibarbari,* the dialogue written when Erasmus was living at Steyn, the fundamental question of learning is raised: may the pagans be read in place of Christian writers? Erasmus' answer is clearly given there; good learning is to be sought regardless of source. The answer is emphasized by the mere list of his published editions of classical authors: Arnobius, Cicero, Quintius Curtius, Horace, Josephus, Lactantius, Ovid, Persius, Plautus, Terence, Suetonius, the *Distichs* of Cato, the *Natural History* of Pliny, and the tragedies of Seneca; and of his Latin translations from the Greek: Aesop, Aristotle, Galen, Euripides, Isocrates, Libanius, Lucian, Ptolemy, Xenophon, and the minor works of Plutarch; the answer is summarized in the famous sentence of Nephalius, one of the speakers in the colloquy called the *Religious Banquet,* "Sancte Socrates, ora pro nobis."

Erasmus continually reminds his own readers of the intimate relationship between wisdom and the learning afforded by books. One illustration must suffice. The colloquy between the Abbot and the learned lady begins with the Abbot's remarks to the lady upon the untidiness of her apartment littered as it is with many books. The lady replies,

"You mean to say you have lived all this time as abbot and courtier, and never saw any books in a lady's apartment?"

"Yes, I've seen books in such places," says the abbot, "but they were French; here I see Greek and Latin ones."

"Why? Are there no other books but French ones that teach wisdom?"

"That's not it; ladies should have something to read that's diverting—something that will pass away their leisure."

"Do you mean to say," continues the lady, "that none but ladies must be wise and live pleasantly?"

"Really it's improper to connect being wise and living pleasantly; women have nothing to do with wisdom; pleasure is ladies' business."

"Ought not everyone to live well?"

"Yes, I think so."

"All right, can anybody live a pleasant life who doesn't lead a good life?"

"No."

"Very well, but what is the source of pleasure—does it derive from outward things or from the mind?"

"Why, from outward things."

"O subtle abbot, but thick-skulled philosopher. Will you tell me what constitutes a pleasant life?"

"That's easy: sleeping and feasting, and doing freely what you ease in wealth and honors."

"But," pursues the lady, "suppose to all these things God should add wisdom; do you think you'd live pleasantly then?"

"What is this thing you call wisdom?"

"Wisdom is to know that a man is happy only by the goods of the mind, that wealth, honor, and descent fail to make a man happier or better."

"If that's wisdom, say goodbye to it for me."

"But suppose I happen to take more pleasure in reading a good author than you do in hunting, drinking, or gaming, will you not believe I live pleasantly?"

"I shouldn't like that kind of life."

"I don't inquire what *you* find delightful but what ought to be most delighted in."

Before the colloquy is over, the lady demonstrates a sense of humor which matches her skill in inquisition; the abbot retires in confusion, convinced by his very defeat of the soundness of the major thesis he so ineptly defends—the danger from educating women cannot be overestimated.

In 1516, three months before Erasmus received a manuscript copy of the *Utopia* from More, appeared one of the most important of Erasmus' political essays, the *Education of a Christian Prince (Institutio principis christiani)*. Machiavelli had written *Il Principe* three years before the *Institutio* appeared; but it is unlikely that Erasmus ever read his contemporary's treatise which was not published until 1536. The great differences between *Il Principe* and the *Institutio* lie in the great differences between their authors. Machiavelli, lifelong close student of states, pragmatic and relativistic in doctrine, convinced of human viciousness, was committed to advising a provincial despotism. Erasmus, a sharp observer of politics but an outsider, basically an idealist who, though aware of man's wickedness, believed in human ability to learn by principles above self-interest, undertook to write hopefully for the young man destined to become the Emperor Charles V. Erasmus' description of the prince as he should be and might become is a synthesis of lessons in ruling gained from Scripture, Roman history, and modern practice. Erasmus accepts without question the principle of Renaissance magistracy: the ruler fit to rule and obligated both to God and the people. He is a constitutional monarch, directed by the obligations of justice. The people's limitation upon monarchy is wise, for "if the prince is good, his power will not be lessened by these controls, but if he is bad, the state will not be at the mercy of a single man." And thus the people are

free though ruled. Prince and people are to be judged by their usefulness. The nobility have not inherited with their titles and estates the right to indolence. Parasitism and idleness, except for the sick, the very young and the very old, are to be discouraged wherever they are found. Laws should be few, and from time to time must be reexamined; the character of men who are responsible to the ruler and the people determine more than the best laws can the soundness of the state. The accepted ways of raising funds must be revised; monopolies are evil, and the selling of offices is vicious; on the other hand, the imposition of luxury taxes and the lightening of the tax burden upon land workers help to insure the good of the state. With public funds let the ruler direct the improvement of the land and the cities; let him not spend public treasure for the magnificence of his court or for private whim. The prince is obligated both by practical reasons and by his Christian faith to maintain his state in peace. War is evil. Erasmus barely concedes that wars in self-defence are not unjust and may even be necessary; but avoidance of all war is virtuous.

Erasmus' preoccupation with the evils of war appears many times in his work. The *Adages* contains the famous essay-frequently published separately on the subject of "Dulce bellum inexpertis," "War is delightful to those who haven't experienced it." One of the signs that the dialogue *Iulius Exclusus (Pope Julius Locked out of Heaven)* is Erasmus' composition lies in the powerful attack upon the war-making policy of Pope Julius ostensibly for the greater glory of God.

The Complaint of Peace of 1517 *(Querela Pacis)* continues to discuss the subject of peace and war at the point where the *Institutio* ends. Erasmus proposes to answer the questions of the causes and remedies of war. The causes are manifold: dispute over succession of rulers; personal quarreling of princes; excessive nationalism; utilization of conflict by the despot to weaken his people and so remain in power; the incitement of the people in the name of a righteous cause, principally that of religion. How may the cause of peace be supported? By recognizing and understanding superficial differences among peoples of the several nations; by emphasizing that conflict among Christians is civil war; by accepting the present political boundaries of independent states; by following an ordered and accepted practice of succession; by denying to any ruler the right to declare war on another, for only the people have the right to approve an action involving them all; by justly mediating international disputes before a declaration of war; by teaching all peoples the evil of war, through the established institutions of church and state. It is small wonder that in our century Erasmus has been saluted first as the Renaissance exponent of internationalism and world peace.

But in the 1520's, war, and in particular the war of religion, was growing increasingly imminent. The years remaining to Erasmus were anything but overtly tranquil, and yet those years vindicate in practice what the other years of his life had expounded.

Luther and the followers of Luther had moved beyond the point of no return: the chances of reconciliation with Rome became month by month more and more unlikely. Erasmus' earlier delight with the

effective remonstrance by Luther against the evils of indulgences had marked him to his adversaries at Louvain and Paris and in Spain as friendly to Luther's heresy and, to borrow a phrase, as a fellow-traveller of the Lutherans. The grounds of this attack as well as the Protestant charge against Erasmus that he was a coward because he did not support the convictions he had shared with Luther and had published, are completely refuted by Erasmus' manifest unswerving purpose: he sought orthodoxy in its pristine meaning of "true opinion." When he attacked the excesses of the monks, or the failure of spiritual leadership by the Princes of the Church, or the blind ignorance of the laity, or the unbridled rages of the iconoclastic Lutherans, he was defending that orthodoxy. Orthodoxy impelled him to refuse the invitation to a possible Protestant martyrdom and to an even more likely cardinalate mentioned to him by Pope Paul III in the last months of his life.

Erasmus' blunder, Professor Rand has remarked, "was to treat everybody as a human being when most people wanted you to treat everybody as either a saint or a devil." Attacked with equal violence by the Lutherans and the Church party, Erasmus writes: "The sum of the charges against me is that I am too moderate, I am rebuked by both sides because I exhort both sides to more tranquil counsels."

More tranquil counsels, mediation, judgment without pre-judgment, reason removed from passion, willingness to consider alternatives before decision, these phrases are among the clearest evidence of the glory of Erasmus' learning—the *Humanitas* expressed throughout his career. They mark his genius for hearing the wisdom of ancient voices above the shouts of his own time, and for recognizing the integrity of Thomas More, the quiet victory of the educated lady of the *Colloquies* who so put down the hunting abbot, the needs of the laity of Europe which he attempted to meet with his paraphrases of the Scripture, the virtue of instructing both schoolboy and theologian.

So we may agree that Hans Holbein portrayed the writing scholar justly as well as clearly when he chose the thematic emphasis of the portrait with which we began. Serenity is a fair sign of Erasmus' achievement, a lifelong praise of wisdom.

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LEAVES OF GRASS: THE EVOLUTION OF A BOOK

By Floyd Stovall

One hundred years ago a book was born, grew like an organism for twenty-five years, gradually lost momentum during the old age of its author, and then ceased to grow, though it did not die, with his death. This was Walt Whitman's *Leaves of Grass,* a remarkable book, different from all others. In the first place, although it is a collection of more than four hundred separate pieces, it is a unified work of art, in effect a single poem. Its theme of the many in one is stated in the first few lines of the first poem and thenceforth elaborated and repeated in a hundred variations somewhat in the manner of a grand symphony. It is also unlike other books in that it expresses completely the qualities of a single great personality. The poet and his poem are truly one. "Camerado," he says, "this is no book; who touches this touches a man." Unlike other books it was the product not of a year or ten years but of the entire lifetime of the author. From its inception it consumed his life, and it reflects the rise and decline of his powers more clearly than the mere facts of biography. Finally it images in the person of one ideal man the unity not only of his time and nation but of all times and nations. In short, it is not *a* man but *man* in the generic sense. I shall attempt in the following remarks to indicate briefly in what manner and with what purpose Whitman created this extraordinary book.

Little that is known of his early life gave promise of the poet. He had his boy's dreams, no doubt, and in after years he remembered them as auguries of genius. In "Out of the Cradle Endlessly Rocking," which he calls a reminiscence of childhood, the boy, thrilled to ecstasy by the strange beauty of the moonlit sea and the symbolic song of the mocking bird, apprehends without understanding it as yet the mystical unity of life and death. Whether this is an actual reminiscence or only a myth representing the awakening of poetic genius, I do not know; very likely it is something of both.

So far as the record shows, Whitman was an ordinary boy. He loved to read and listen to tales of Revolutionary days, and at an early age he was thrown very much upon his own resources. He was already printer, editor, and schoolmaster before he had reached man's estate, and for a few years thereafter he wrote didactic poems and stories for the newspapers and magazines. After two successful years as editor of the Brooklyn *Daily Eagle,* he was relieved of his duties and presently found himself on the way to the romantic city of New Orleans, where he spent three months in the spring of 1848 writing for the daily *Crescent.* For reasons still not certainly known, he quit this job and returned to Brooklyn, where he was soon publishing another newspaper, the *Freeman,* which he gave up also in September, 1849. Many biographers believe that the seed of *Leaves of Grass* was quickened in New Orleans; however that may be, it is true that as early as 1848 Whitman was writing into his notebooks a new kind of unrhymed, irregular verse that is doubtless an early version of poems that later appeared in *Leaves of Grass.* The quantity of the verse so preserved is small, but it is enough to prove that Whitman's book did not appear full-grown, the spontane-

ous product of suddenly awakened genius, as his early admirers supposed, but came painfully to birth after a gestation of at least seven years.

Many of the poet's most characteristic ideas are to be found in this early verse, sometimes in the very words afterwards used in *Leaves of Grass*. The concept of life as the union of matter and spirit, the universality of mind, the acceptance of evil as well as good, the immeasurable power of love, the emphasis upon natural religion, and the frank treatment of sex in literature—all these and many other important ideas are to be found in the notebooks. The only free verse poems published and known to have been written by Whitman before 1855 first appeared in newspapers in the spring and early summer of 1850, and they are evidence that he had made some progress already in developing his new poetic form. One of these poems was included, with revisions, in the 1855 edition, and it was the only one Whitman ever included in *Leaves of Grass*.

In the late spring of 1855 he had his manuscript ready to print. It was a memorable day on which he took it down to the job printing shop of his friends the Rome brothers, and "commenced putting 'Leaves of Grass' to press for good." The book, a small quarto with a prose preface and twelve separate poems without titles, was bound and ready for sale on July 6, in New York at the Broadway store of Fowler and Wells, the phrenologists, and in Brooklyn at Swayne's in Fulton Street. *Leaves of Grass,* monstrous infant as it appeared to Whitman's contemporaries, made thus its inconspicuous debut on the literary stage. Seen in the perspective of a century, it was the most important event in America, perhaps, in the year 1855.

Of perhaps eight hundred copies printed, few were sold, though the author had copies sent to many periodicals and influential literary men, and the book is now very rare. Of the reviews, some were favorable, some cautiously judicial, and some violently abusive. Three were written by Whitman himself and published anonymously, one in the *Democratic Review,* to which he had formerly been a frequent contributor; one in the *American Phrenological Journal,* published by Fowler and Wells; and one in the Brooklyn *Daily Times,* of which he became editor two years afterwards. In *Putnam's Monthly* Charles Eliot Norton rather aptly described the poems as "a compound of the New England transcendentalist and New York rowdy." Edward Everett Hale, writing in the *North American Review,* noted "the wonderful sharpness and distinctness" of the poet's imagination and defended him against the charge of vicious grossness. The Boston *Intelligencer* called the book a "heterogeneous mass of bombast, egotism, vulgarity, and nonsense," and several reviews thought it was obscene and immoral. A writer in the London *Critic* wondered whether America, which had so long wanted a native and original poet, might accept Whitman; this he doubted, asking, Is it possible that the "most prudish nation in the world will adopt a poet whose indecencies stink in the nostrils"? The reviewer in the London *Leader* found in the book "so many evidences of a noble soul" that he deplored the "unnecessary openness" with which it dealt with matters about which cultured people are ordinarily silent. The two

great objections to the book were its unconventional form and its plain language, and together they were enough to discourage most readers.

The enthusiastic approval of Emerson, however, expressed in the famous letter of July 21, 1855 (now in the great collection of Mr. Charles E. Feinberg, of Detroit), more than made up to Whitman for all the adverse criticism and misunderstanding. Throughout the rest of his life he was comforted by it, and in his old age, with his satellites about him, it was the favorite topic of conversation. It appears certain that Emerson was afterwards embarrassed by some of the passages in *Leaves of Grass* and said so; hence it became a great question of debate among Whitman's friends and other interested persons whether Emerson ever retracted his sanction of the book. Whitman did not answer Emerson's letter directly, but when he published the second edition of *Leaves of Grass,* in the late summer or early fall of 1856, he had stamped in gold letters on the backstrip a sentence from the letter ("I greet you at the beginning of a great career. R. W. Emerson"), and in a section at the end of the book he reprinted the letter in full, together with his reply in which he addressed Emerson as "Master" and acknowledged himself his disciple. Whitman's letter, which is really an essay on contemporary American life and letters and an affirmation of his determination to free American literature of prudery and foppishness, assumes that Emerson's approval of the 1855 poems constitutes a blanket approval of his entire purpose and method, including the free treatment of sex. Small wonder that Emerson was embarrassed!

The thirty-two poems in the second edition had no better fortune than the original twelve, and within a few months the publishers, Fowler and Wells, discontinued almost all efforts to sell the book. Whitman's reaction to the failure of his two books is indicated in his return to journalism. About May 1, 1857, he became editor of the Brooklyn *Daily Times* and continued in that place until the latter part of June, 1859. In June, 1857, however, he reminded himself in his notebook that he must not be diverted from his life work, the making of poems, and a month later he was thinking about a third edition, having completed by that time one hundred poems.

By 1860 he had increased the number of his poems to one hundred and fifty-four, and these were issued as the third edition of *Leaves of Grass* under the imprint of Thayer and Eldridge, of Boston. This edition bore the date 1860-61 on the title page, but it was actually published in May, 1860. There was no preface or other prose writing. However, the publishers issued about the same time a small volume entitled *Leaves of Grass Imprints* containing critical notices of the first two editions drawn from newspapers and magazines. The book was well received, the sales running to four or five thousand copies within a year; but with the coming on of the Civil War, the firm went out of business and sold at auction the publisher's plates for *Leaves of Grass.* In 1879 the plates came into the possession of Richard Worthington, who printed many copies of a spurious edition from which Whitman received no substantial benefit. The third edition, the first that was issued by a publisher whose imprint was respected in literary circles, firmly established Whitman as a poet to be reckoned with, but it was the Civil War and his part in

it that finally matured his genius and prepared him for composing his finest work.

Early in 1863 he became a volunteer nurse in the army hospitals of Washington, and in the spring of 1865 he collected all his war poems and published them in a small volume under the title *Drum-Taps*. He thought this volume was better as a work of art than *Leaves of Grass*. After the assassination of Lincoln in April and the subsequent composition by Whitman of "When Lilacs Last in the Door-Yard Bloom'd," he recalled *Drum-Taps* and reissued it in December with the *Sequel to Drum-Taps* bound in, the latter including the elegy and several other poems, among them "O Captain! My Captain!" and "Chanting the Square Deific." At this time and for several years afterwards, Whitman was at the height of his poetic power.

The fourth edition of *Leaves of Grass,* which appeared in 1867, was a careful revision of the third edition, with *Drum-Taps, Sequel to Drup-Taps,* and *Songs Before Parting* added in three separate sections, the last being poems composed since *Drum-Taps,* except the final poem, *So Long!,* which first appeared in the edition of 1860 and was always placed last in complete editions of *Leaves of Grass* until the last edition, where it was followed by the annexes. Whitman said to Horace Traubel of the 1867 edition: "It was got up by a friend of mine, a young fellow, printed from type, in New York. One day I received the intelligence (I was then in Washington) that the place had been seized for debt. I received a portion of the books remaining—the most of them were lost, scattered God knows where, God knows how." (*With Walt Whitman in Camden,* II, 257)

The fifth edition, privately printed for Whitman in 1871, was chiefly distributed by him. In the first issue, the 1871 edition did not include the newly written "Passage to India" and other recent poems, which were printed in a small volume, entitled *Passage to India: Leaves of Grass,* the same year. The fifth edition was re-issued in 1872, with slight changes, and with the *Passage to India* volume bound in. Traubel records Whitman as saying in 1888 that "this is the best of the editions, the '72 edition—printed by Green." Both the issues of 1871 and 1872 were printed in New York. Between the 1867 and 1871 editions, Whitman had reluctantly consented to the publication of a volume of selections by W. M. Rossetti, which appeared in England in 1868.

Soon after the appearance of the fifth edition, Whitman's great period came to an end, for in January, 1873, he was struck down by paralysis and remained a semi-invalid for the rest of his life. However, in 1875 he was well enough to begin arranging his poetry and some of his prose for a new edition, which he published in 1876 as the Author's Edition in two volumes, separately titled *Leaves of Grass* and *Two Rivulets,* the latter including both poetry and prose. This was the edition, the sixth, now rare, which with painful attention he himself wrapped and mailed to friends in England and America during the dark years immediately succeeding.

In the spring of 1879 he began the custom, continued until near the end of his life, of reading a lecture on Lincoln before a public audience each year on the anniversary of the President's death, or as near that

date as practicable. In 1881 he went up to Boston to read his lecture, and while there he renewed his Concord acquaintance. He also met James R. Osgood, a Boston publisher, who wrote to him shortly after his return to Camden proposing to publish a new edition, the seventh, of *Leaves of Grass*. Whitman gladly accepted the offer with only one condition: that no poem or part of a poem be excluded from the new edition. This condition was accepted, and in the early autumn he returned to Boston to see the book through the press and correct proof. It was published in November, and within a few months two thousand copies were sold. But the Boston Society for the Suppression of Vice complained to the District Attorney, and the publisher, for fear of prosecution, withdrew the book and notified Whitman that he could not sponsor it unless the poet would consent to the removal of the offending passages, which he refused to do. In lieu of the royalty due him, the publisher gave Whitman the plates and the printed sheets left over. He turned these over to Rees, Welsh and Company, who issued the first Philadelphia edition in 1882; they were soon succeeded by David McKay, of the same city, who reissued this edition in 1883, 1884, and 1888, and who continued to be Whitman's publisher and staunch friend until the poet's death.

The first complete English edition was published in London in 1881, and a Scotch edition was issued from Glasgow in 1884. In 1888 McKay published a new volume for Whitman which he called *November Boughs,* containing a group of poems under the title *Sands at Seventy,* some late prose, including a commentary on Elias Hicks, and an important preface, "A Backward Glance O'er Travel'd Roads," which throws a good deal of light on the growth and meaning of *Leaves of Grass.* Concerning the editing and production of this book, Traubel reports many conversations with Whitman in his *With Walt Whitman in Camden.* During the same year Whitman had printed for distribution by himself a large autographed volume entitled *Complete Poems and Prose of Walt Whitman, 1855-1888,* with three portraits. This is one of the most unusual of all Whitman's books. The following year, 1889, he had printed in Philadelphia a special birthday edition, celebrating the completion of his seventieth year, which is now very scarce. In 1891 *Good-Bye, My Fancy* was published by McKay as an annex to *Leaves of Grass,* and at the end of that year, or near the beginning of 1892, a revised edition, the last to receive Whitman's supervision, came from the press. On February 6, he painfully wrote his parting letter, which was to be sent to all his friends, and with it the following "advertisement" of his last edition of *Leaves of Grass*:

> Walt Whitman wishes respectfully to notify the public that the book "Leaves of Grass," which he has been working on at great intervals and partially issued for the past thirty-five years, is now completed, so to call it, and he would like this new 1892 edition to absolutely supersede all previous ones. Faulty as it is, he decides it as by far his special and entire self-chosen poetic utterance. (*In Re*, p. 422)

A statement somewhat like the advertisement just quoted was inserted as a prefatory note to this last edition, with the request that it be adopted as the authoritative text of all future editions. A few poems,

either written too late to be placed in the 1892 edition or withheld from it were given a modified approval by Whitman and were included in the edition of 1897.

The growth of *Leaves of Grass* was evolutionary, not simply a process of accretion. The twelve poems of the 1855 edition were without titles. In the 1856 edition titles were added, most of them beginning with the words "Poem of"; for example, "Poem of Walt Whitman, an American," afterwards "Song of Myself." In the 1860 edition some of the poems are arranged in groups, such as *Children of Adam, Calamus,* and *Chants Democratic.* In later editions Whitman experimented further with titles and group arrangements, but did not settle on anything that seemed to satisfy him until the 1881 edition, the arrangement of which was not afterwards altered. In 1860, 1867, and 1871 he used *Leaves of Grass* not only for the book title but also for the title of each of several groups of poems. The 1867 edition is especially confusing in its arrangement and titling. In making up the edition of 1876 he virtually reprinted the first issue of the 1871 edition as *Leaves of Grass,* the first volume, and combined the 1871 edition of *Democratic Vistas* and the group of poems entitled *Passage to India* with the 1875 *Memoranda During the War* and a few new poems to produce *Two Rivulets,* the second volume. Obviously the poet's convenience dictated this arrangement. For the 1881 edition he made a completely new arrangement, which gives to the entire book the general pattern of a human life from youth to old age and death, with intimations of immortality growing more vivid and certain as the pattern unfolds.

For many years after the 1860 edition Whitman supposed that he had completed *Leaves of Grass. Drum-Taps,* the Lincoln poems, "Passage to India" and the poems that cluster about it—these were intended for a second volume of poems of death and immortality to complement *Leaves of Grass,* which celebrated life and materialism. As late as 1876 he was still uncertain how he was going to fit the later poems to the earlier ones, and in the preface to *Two Rivulets* he confessed that he had been unable to complete his design for a volume of poems which would do for the soul of man what *Leaves of Grass* had done for the body. Yet the germ of a unified volume was present in the first poems, and when he perceived that this was so, he was ready to arrange his work according to an organic plan. It was then, and not until then, that *Leaves of Grass* became the image and summation, not indeed of one man only, but of mankind. Whitman had spoken for himself, the individual, in "Song of Myself" and certain other egoistic early poems; in *Calamus, Drum-Taps,* and "By Blue Ontario's Shore" he spoke for the group, his companions and fellow-Americans; and finally, in "Passage to India" and other late poems, he became the spokesman for man in his universal character.

In the religious and mystical poems composed after the Civil War we have a very different poet from the one imagined by the casual reader who has heard only of the poet of the "barbaric yawp," who wore his hat as he pleased, indoors or out. One would like to know by what steps the somewhat callow and sentimental youth of the early eighteen forties grew into the metaphysical poet of man, nature, and

God. Enough is known to disprove the early theory of sudden illumination, but not enough to enable us to follow his progress in detail. The truth is that Whitman was a more serious thinker than he is generally credited with being, and he was more deeply indebted to his reading than he liked to admit.

After much undirected reading as a boy and a young man, with particular attention to the novels of Dickens and romances and poems of Scott, Whitman entered upon a purposeful course of study, beginning perhaps ten years before the first publication of *Leaves of Grass* and continuing well beyond the close of the Civil War. Late in life, recalling the early years of this period, he wrote: "I went over thoroughly the Old and New Testaments, and absorbed . . . Shakespeare, Ossian, the best translated versions I could get of Homer, Eschylus, Sophocles, the old German 'Nibelungen,' the ancient Hindoo poems, and one or two other masterpieces, Dante's among them." ("A Backward Glance") It may be that the verse patterns of *Leaves of Grass* were influenced by those of Biblical poetry and that the mystical element in the book reflects the influence of Hindu poetry, but it is not easy to discover any direct indebtedness to Homer or Shakespeare. He had read Homer in numerous translations, including Pope's, Buckley's, and Bryant's, and he spoke in a tone of authority of their worth. To illustrate the difference between the words "objective" and "subjective" as applied to poetry, he described the *Iliad* as "notably objective" and *Leaves of Grass* as "profoundly subjective." In general, he classed Homer as the poet of action and Shakespeare as the poet of the passions. In neither did he find the subjective and deeply religious element which more and more, as he matured, dominated his own work. But for this he could turn to the mystical poetry of Asia. Contrasting this poetry with that of Europe in the essay on "The Bible as Poetry," he wrote: "All the poems of Orientalism, with the Old and New Testaments at the centre, tend to deep and wide (I don't know but the deepest and widest) psychological development—with little, or nothing at all, of the mere esthetic, the principal verse requirement of our day." Yet it was not his aim to transplant oriental philosophy or poetry in America. Just as the Bible, the Hindu sacred poetry, the Homeric epics and the dramatic poetry of Shakespeare were the literary expressions each of the culture of its time and place, so he conceived of his own book as the literary expression of the democratic culture of modern America.

It is customary for historians to arrange human events in three unequal cycles or epochs: the ancient, the medieval, and the modern. We know now that there is no close correspondence between these epochs and the three geographical areas in which human history has been principally made; namely, Asia, Europe, and the Americas; all peoples in all civilized lands have passed through cultural epochs such as these. Yet it is true that ancient civilization was found chiefly in Asia, or on its western borders, and that what we call medieval civilization is characteristically European. The modern period appeared to our nineteenth-century historians to be European also, but to Walt Whitman it seemed that the truly modern belonged to America. Hence he imagined mankind to have developed first in eastern Asia and to have proceeded

steadily westward through Europe and America until in his own generation they faced westward from California's shores, with return to Asia as the next phase of history. He believed that in America the West is destined to meet the East, and that from their union will result the culmination of human achievement. For Whitman, Asia was the symbol of spirit, of infinity, and the birthplace of religion, whereas Europe was the symbol of matter, of the finite, and the birthplace of science. America, he believed, would show the world the true relation of matter and spirit, finite and infinite, science and religion. Paradise, he believed, will be regained, not by rejecting the world of matter (evil), but by accepting it and showing that it is the necessary complement of the world of the spirit.

This theory is based on the logic of Friedrich Hegel, and it was supported by the expansionist politics and egoistic pride of the American people a century ago. The theory also has a close parallel in the eclectic philosophy of Victor Cousin as expounded in his *Course in the History of Philosophy,* a book that was influential in Whitman's day. "The first epoch of humanity," says Cousin (I, 158), "is necessarily filled with the idea of the infinite, with the idea of unity, with the idea of the absolute, and of eternity. It is the epoch of immobility for the human race." Afterwards man begins to feel the impulse to liberty. "Then arrives the reign of personality, the epoch of the finite; you conceive that this epoch must be the second, and cannot be the first. When these two epochs have endured their time, the third will come, which can no longer be either the rule of the infinite or that of the finite," but will bring about the reconciliation of the two. Cousin further explains that these epochs of history correspond to the three elements of consciousness: the infinite, the finite, and the relation between the two. "The epoch of the infinite," he states (p. 171), "will have therefore for its theatre an immense continent, all the parts of which will be compact, immobile, and indivisible as unity; and as it will necessarily border upon some sea, it will border upon the ocean, and will contain with immense deserts almost impassable mountains. On the other hand, the epoch of the finite will occupy border countries, the shores of some inland sea. . . . Finally, be assured that the epoch which ought to represent in history the relation of the finite to the infinite, will be a considerable continent, sufficiently and not too compact, of very proportionate length and breadth, which, bordering on the ocean, will also have inland seas, great rivers which traverse the land in every direction, so that movement and immobility, so that duration and time, so that the finite and the infinite might find there their place, so that nothing remains in a state of frozen unity, and so that nothing is dissolved, so that everything endures, and, at the same time, so that every thing develops itself, so that all the extremes may be there and with their (*sic*) harmony." The three theatres in which these epochs unfold are, Asia, Europe, and presumably, America, although Cousin does not name America specifically.

Since the third epoch is to relate the first and second, and since this epoch, according to Whitman, is to unfold in America, the New World culture should reconcile science and religion, and the New World poet should have the qualities of all the great poets of the earlier epochs.

Hence in *Democratic Vistas* he called for American poets of a higher class than any out of the past . . . "poets not only possess'd of the religious fire and abandon of Isaiah, luxuriant in the epic talent of Homer, or for proud characters as in Shakespeare, but consistent with the Hegelian formulas, and consistent with modern science." Such a poet he himself longed to become, and such he was in some measure. Without attempting to go into the question of the origins of *Leaves of Grass,* I should like to point out, in a very general way, his indebtedness to the ancient literatures and more particularly, to Shakespeare as the representative of European culture.

That *Leaves of Grass* bears some resemblance to ancient Hindu poetry was noted by its earliest critics. This was to be expected in view of the influence of Hindu sacred writings upon the New England transcendentalists, whom Whitman undoubtedly read before writing his own poems. It is also a fact that he read some Hindu poetry himself, though how much and exactly when we do not know. It has also been apparent to careful readers that the rhetoric and rhythms of *Leaves of Grass* resemble those of the Old Testament. Although the fact has evoked less comment, the ethics of *Leaves of Grass* are, in the main, the ethics of the New Testament and the character of its hero is intended to suggest the character of Jesus. It is improbable that Whitman ever thought of emulating the actions of the Old Testament prophets, such as Isaiah, but it is certain that he would have liked to be such a spiritual and intellectual leader of his people as they were in their time.

We have seen that he read Homer assiduously; he also read the works of other great European writers and made extensive notes on his reading. Indeed, it is not too much to say that during the years just following the first publication of *Leaves of Grass* Whitman studied literature, and English literature in particular, with as much diligence as any candidate for the Ph.D. boning for his examinations! He read and clipped hundreds of articles from magazines and newspapers. Most of these I have seen, and the evidence is plain in his annotations and underscorings that he read some of them over and over and came back to them after long intervals of time. Unlike Poe, he never wished to appear to his readers to be a man of erudition. I am sure that he borrowed a great deal from other writers, and some of his borrowings have been proved, but he made less direct use of what he read than most poets. Whitman remembered little specifically; he digested his reading, merged it with his own thinking, and in the end could not clearly distinguish what was borrowed from what was created. Like Emerson, he read not so much to gain knowledge as to stimulate his intellect and imagination.

Of all writers who were not Whitman's contemporaries, Shakespeare was his favorite and the one whose works he knew best. His debt to Shakespeare was totally different from his debt to Emerson and Carlyle, his favorites among his elder contemporaries. He wholly approved of Emerson and his philosophy, but of Shakespeare's philosophy and objectives, as he understood them, he heartily disapproved. Emerson, Whitman acknowledged in 1856, was his teacher; Shakespeare was a rival, whose world he ardently longed to replace with a more modern one, partly of his own making.

Whitman professed a strong personal attachment to the feudal world as it was preserved for him in the historical plays of Shakespeare and the romances of Walter Scott, but his democratic spirit reacted violently against Scott's political toryism and Shakespeare's aristocracy. To this feudal European past, which appeared to have been slowly dying since the sixteenth century, he opposed democracy and the new world. He saw a new and greater civilization rising on the foundations of democracy, and he believed that it was the peculiar mission of the people of America to bring this new civilization to a culmination and transmit it to the other nations of the world. Feudalism, as he conceived it, was a social and political order of kings, barons, and knights such as existed in England through the sixteenth century. This social and political order persisted, he believed, into the nineteenth century and continued, as in the case of Tennyson, to be the inspiration and favorite theme of English poets. As Shakespeare, preeminently the poet of the past, identified himself with England and spoke for its nobility, so Whitman, the poet of the future, hoped to identify himself with America and speak for its free and democratic society.

Some critics of Whitman have said that he failed in both these purposes: that at best he identified himself with only one or two aspects of his country and that few of its citizens have acknowledged him as their spokesman. They point out rightly that Whitman was a man of his time, and they say that with changing times and conditions his nineteenth-century rhetoric and idealism have become obsolescent. They have also objected that his poetry was mostly unintelligible to his contemporaries, and what little they did understand was offensive to the taste of the time. By way of answer to these critics it may be said that *Leaves of Grass* is less offensive and better understood than it was a hundred years ago; that Whitman's free style of writing, though not as popular as it was a generation ago, has had a great and recognizable influence on modern poetry; and that his ideal democracy, while yet unachieved, remains a living faith in the minds of millions of people, not only in this country but throughout the world. The flow of books and articles about Whitman increases from year to year and may, in this centenary of the birth of his book, reach the proportions of a flood. No other book—not even *Walden* or *Moby Dick*—was so widely celebrated on its hundredth anniversary.

Many biographies of Whitman have been published—an excellent one within the last few weeks—and many more will be written, but the only authentic record of the essential life of the poet that has ever been or ever will be written is *Leaves of Grass* itself. The death of Whitman more than sixty years ago was an event of no importance, for all of him that was of value had long before passed into his book. For good or ill, *Leaves of Grass* is Walt Whitman—the hypostatic man, not at all the man who is preserved to us as a historical person by his biographers. The Whitman of *Leaves of Grass*, the hero of the poems, is not, as I have said, merely *a* man, but *man* in the generic sense, and he does not belong to a limited time and place like the Whitman of the biographies, but is timeless, universal man, a mythical person, a symbolic god. Hence he grows with the minds that perceive him and will never become obsolete.

It follows that the democratic society that Whitman heralded in *Leaves of Grass* is not to be despaired of because democracy in our time seems to be moving away from his ideal rather than towards it. His faith was not such as must be sustained by a quick or easy realization. He foresaw not what man will be, but what he may become. His failure to anticipate the organizational changes in the economic and political world does not prove his vision illusory. His utterance is in the bardic tradition; it belongs with the literature of power as distinguished from the literature of knowledge; it speaks to the spirit more than to the mind of man. Whatever shortcomings may be found in it, and there are many, *Leaves of Grass* has become in its first century and will, I believe, long remain a heartening testimonial of man's faith in his divine humanity, and of his confidence in his power, perpetually rediscovered, to rise above himself and to transform his world in the image of the spirit.

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During his years at The University of North Carolina as professor of dramatic literature Mr. Jurgensen has become a specialist in Ibsen and Strindberg.

A member of The Commission of Drama, The National Council of Churches of Christ in America, he is co-editor (with Robert Schenkkan, formerly of the University Communication Center) of *Fourteen Plays for the Church* (Rutgers University Press, 1948). Among his other publications are many articles on theatrical subjects.

The lecture printed here was delivered on May 4, 1955, in Carroll Hall.

THE CRIMES AGAINST IBSEN

By Kai Jurgensen

In 1890 a famous Parisian critic by the name of Francisque Sarcey called his dog Ibsen. A few years ago, on Broadway, Moss Hart put the following line in the mouth of a stage director, speaking to an actress, both characters in LIGHT UP THE SKY, "The worst thing I could wish for you would be an Ibsen revival."

It is my purpose tonight to explore the reasons for the vituperation that has been heaped on the Norwegian poet's head, and the very interesting question as to why he has survived the flood.

As you may know, the grievances against him are many and most of them are expressed in no uncertain terms. This is true, not only of European critics, but most emphatically of their English speaking confreres, the Americans often baying at the very forefront of the pack. This latter is rather strange, because we should recall that in the very first of his series of social dramas, PILLARS OF SOCIETY, the woman who lets the light of independent thought illuminate the darkness of a small provincial town, arrives directly from America. It was Ibsen's belief, as it was the belief of most of the Europe of his time, that America was the promised land as far as freedom and individual moral responsibility toward society were concerned. Hence his plays ought to find a particularly snug home in the American theatre. This, certainly, has not been so.

There seems to be a variety of reasons for the revulsion generally displayed by English and American critics. This revulsion is often expressed in what can only be termed strong language. Permit me to quote some of the more moderate descriptions with which the first appearances of GHOSTS in London in 1891 was greeted: "abominable, disgusting, fetid, loathsome, putrid, crapulous, offensive, scandalous, repulsive, revolting, blasphemous, abhorrent, degrading, unwholesome, sordid, foul, filthy, malodorous, noisome, dull, dreary, dirty, dismal and dead."

Not all the unfavorable reactions to Ibsen's plays have been couched in quite such terms. But they are enough. They will suffice. And in the smoke and fire of the constant violent bombardment our poet has emerged as a sort of Rasputin of literature. A sinister villain who snarls and snaps and kills, leaving death and putrefaction in his tracks.

It is, of course, a known fact that the Victorians were kept in a constant state of breathless shock by him, as witness the reaction to GHOSTS. However, we have no right to point our fingers at them with a patronizing smile. In 1939 the Mayor of Boston called GHOSTS a filthy play. Yes, it even went so far that women who portrayed his characters were rewarded for their labors of love with a certain unsavory notoriety. In the Athletic Club the confidential whisper, "She is playing in an Ibsen play, you know." The raised eyebrow and the answering, meaningful, "Oh!?"

It might perhaps be well to savor a brief sampling of reviews over the years by English-speaking critics:

In 1889 *The Critic's* reviewer had this to say about Richard Mansfield's production of A DOLL'S HOUSE:

> His works are not well suited to theatrical representation, however interesting they may be in study. . . . It is seldom that such a cataract of vapid talk has been set loose in the theatre.

Henry James, in an agony of shock over the same play in London, wrote in *The New Review*:

> . . . he actually talks of stockings and legs, in addition to other improprieties. He is not pleasant enough, nor light enough, nor casual enough; he is too far from Piccadilly and our glorious standards. . . . We shall never take him to our hearts.

An 1891 New York performance of GHOSTS brought this observation, quoted by George Odell in THE ANNALS OF THE NEW YORK STAGE:

> . . . the very ghosts of Ibsen, which perhaps more than any other play changed the theatre from a place of pleasant entertainment to a forum for the discussion of social evils.

The reviewer in *The Critic* added:

> The mere narration of horror in bald, exact terms is not a work of genius. His plays are copies, not creations.

A woman leaving a London production of the play was heard to mutter, "It's Ibscene."

In 1915 a fine German actor by the name of Emmanuel Reicher played JOHN GABRIEL BORKMAN. The reviewer in *The Sun* commented:

> Dull, gloomy, narrow, suffocatingly provincial, suburban, morbid, obvious, sick man, god of ennui.

However, this was too much for his contemporaries, for Francis Hackett, quoting *The Sun's* review in an article in *The New Republic,* gave caustic answer:

> Compared to these baffling expressions of discontent, the peculiar whine of pain that a dog makes when it listens to music is intelligibly human. But Ibsen was not intended for such a mind, any more than Brahms is intended for a poodle.

In *The Commonweal* in January, 1951, Walter Kerr, accusing Ibsen of ambiguity, said this:

> The ambiguity comes from the fact that ideas are abstractions, men are not. The moment a character of any individuality at all is asked to represent some abstract social or political idea, either he becomes less a man or the idea itself begins to lose its general applicability. The thorough ideologist *(apparently he was taking it for granted that Ibsen wanted to be a thorough ideologist)* is willing to sacrifice the man to the idea and preserve the purity of the thought by making the man as abstract as the thought is.

J. J. Daly in an article called "Ibsen in the Class-Room," said:

> His works may be masterpieces in the original; it is certain they are not masterpieces in an English translation.

This is only a very brief, but fairly inclusive, selection of opinions, From them and the many more like them we find that the objections to Henrik Ibsen's plays fall into five general categories:

The first, and foremost complaint seems to be that the dialogue in his plays is unplayable, the wording archaic, clumsy and often inane.

Secondly he is accused of using subjects unfit for the theatre. He is called a journalistic writer, who wrote about certain subjects peculiar to his time. These subjects, it is claimed, are now passè.

In the third place he is called ambiguous and obscure. His plays refuse to give up all their secrets in one sitting.

Fourth, it is said that the machinery in his pieces creaks. Perhaps the most pointed remark pertaining to this was made by Strindberg who commented in his own caustic way, "The moving finger writes, and having writ is all too obvious."

Finally, his work lacks that elusive quality generally referred to as "entertainment." His plays are called dull, gloomy, improbable. His characters are accused of being unpleasant, neurotic, and occasionally (as in the case of Nora in A DOLL'S HOUSE) moronic.

It would seem from the foregoing that Henrik Ibsen was a total failure. Why, then, do his plays refuse to lie down and die? Why are they not buried with the myriad of others who tried and failed? Under the very best circumstances the prevailing attitude seems to be that, possibly because of his almost singlehanded refurbishing of theatrical conditions in the second half of the nineteenth century, more has been made of him as a universal wise man and artist than he really was.

There is, naturally, another side to the picture. But even that side does not offer much hope for our poet.

Early in the 1890's an actor, named Possart, played the leading character of Counsellor Berwick in a New York production of PILLARS OF SOCIETY. *The Herald* declared that Possart's Bernick was:

> . . . smooth, dignified, humble, cringing, impassioned, pathetic, and tragic. In the last act and in the scenes with Lona and Johan, he held the audience breathless.

Odell, again in *The Annals of The New York Stage,* says:

> *A Doll's House* was, in 1894, a delectable play, and Mrs. Fiske, in this performance, deleted the episode of the stockings and Dr. Rank's soliloqui as to his physical condition.

Dudley Digges and Claire Eames of Actors Theatre, staged THE WILD DUCK in 1925 in New York. Robert Littel wrote in *The New Republic*:

> . . . the best ensemble work we have seen on our stage, a magnificent slap at the star system, a splendid achievement and a more splendid promise for the American theatre.

These few remarks, picked at random from many illustrate to some extent how at certain times fine actors, in the opinion of the critics might save Mr. Ibsen and thus bring about a phenomenon described by Clayton Hamilton in an article called "Ibsen Once Again," in *Bookman,* in 1918:

> . . . the audience was surprised to discover that Ibsen is enjoyable, and that it is possible to buy tickets for an Ibsen play because of the incentive of a wish for entertainment, instead of a desire for instruction or a solemn sense of duty.

However, the critics warned, as did *Literary Digest* in 1917, that amateurish productions were ruining Ibsen. Only Mrs. Fiske's were considered acceptable. The *Digest* was joined by Alexander Woolcott in an article called "Mrs. Fiske on Ibsen the Popular" in *Century Magazine* that same year. Mr. Woolcott quoted Mrs. Fiske as saying:

> We would not attend a high school orchestra's performance of a Wagnerian score and blame the result on Wagner. Or would we?

Lest we be carried away by the promise of the performer, let us remind ourselves that in 1899, referring to a production of GHOSTS, a critic said, ". . . the better his plays are acted, the more unpleasant they become," and in 1907, when the Danish actress Madame Oda appeared in New York in LITTLE EYOLF, *The Nation* commented:

> . . . the general representation was one of marked and sympathetic intelligence. But the more conscentiously the piece is played, the less fit it is for ordinary theatrical purposes.

So you see, you can't win.

Other kind things have been said about Ibsen—generally on a high, intellectual plane, about his messages to the modern world; his creation of a new tragedy, not along the lines of the old-fashioned inevitability, but something called "avoidable tragedy" by George Soule in *The New Republic* in 1917, referring to GHOSTS; his stature as a moralist and a social philosopher, as a student of modern, neurotic human beings.

Only very, very rarely do we find a review of an English-speaking production of Ibsen which waxes enthusiastic over the poet as a *dramatist.* Such a review, by Gilbert Seldes, in *Dial,* exists of the 1925 production of THE WILD DUCK which I mentioned earlier. Mr. Seldes writes:

> The producers have rediscovered Ibsen *as a dramatist* . . . if you recognize the character of a work of art and produce it so that character or quality is shown, all other things will fall into place.

Joseph Wood Krutch wrote about the same production: ". . . it sweeps the spectator off his feet."

So it *can* be done.

Largely, then, whereas it seems to be the general concensus of opinion in the English-speaking world that Henrik Ibsen is something of an uncouth bore, there appear to be two groups who disagree. There is a little band that claims that he can be saved by good actors. There is some evidence in support of this stand. In 1908 when the great Russian actress, Nazimova, played Nora in a Brooklyn performance of A DOLL'S HOUSE, the audience burst into spontaneous applause at each of her decisive speeches toward the end of Act IV. In 1920 a magnificent performance of AN ENEMY OF THE PEOPLE ended in chaos when the democrats and anarchists in the audience, quite carried away by the splendid acting, fell to fighting each other. I shall say more on this subject later.

The other modest group of almost fanatic supporters is made up of intellectuals. I believe *Time Magazine* is in the habit of referring to them as "egg-heads." This small group will claim that the real value of Ibsen lies in the penetrating depth of his philosophy, or in his knowledge and expert use of sociology, or in his genius as a man of letters and superior culture. They will conjure up Euripides and Shakespeare and Goethe and Kant and Marx and Schopenhauer and Darwin and Buckle and Kierkegaard and they will have a marvellous time tracing trends.

But scarcely anyone will mention playwriting, or the acquired dramatic skill of an experienced stage-director, or such a simple thing as horse-sense, at all three of which Henrik Ibsen was a master.

When his plays, then, keep refusing to pass from the stages of the world, but persist in appearing again and again in the most unlikely places and at the most unlikely times, the dissenters try desperately to discover some reason for their catlike nine lives. Various theories are advanced, most of which boil down to fall under two headings:

Ibsen is a *succés de scandale.* Or Ibsen is a *succés d'estime.*

In the former case, it will be insisted that he never enjoyed popularity in the sense that a Tennessee Williams enjoys it. He was part of a great theatrical renewal which took place at the hands of Slavic-amateurs for the most part in the so called "Independent Theatres." Most of his plays were done on a Sunday night to an invited audience and he never enjoyed a "run" in our sense of the word. However, his subject materials were so explosive that these, combined with the secretive thrill of a private performance, tended to give him a reputation far beyond his merits. It will be explained that he is revived occasionally for the thrill-effect expected by the audience.

In the latter case it will be pointed out that his name is synonymous with a certain dilettante interest in the thesis-drama, encouraged by what is known as "serious" students of the art-form.

Almost invariably it will be overlooked that it is not the public, looking for a vicarious thrill, nor the intellectuals, who generally bring about a revival of one of his plays. It is actors. Actors and other practising theatre-folk. For Ibsen is a theatre-man's theatre-man. He is a magnificent challenge to actors. And they cannot resist the temptation to attempt one of his plays. Hence the intermittent revivals which are doomed before they even open. And it is indicative of their feeling for Ibsen that when they fail, they blame themselves. In their respect for his almost unbelievable skill, they say to themselves, "It must be I who am doing something wrong." They cannot believe it is he. And the next season, or the season after, they will try again. It should, perhaps, be remarked here that the invariable final test which must be passed by an aspiring leading man in Scandinavia is to play Peer Gynt which is regarded as the almost perfect role.

Perhaps it might be well to examine this embattled personality a little more closely.

He was born in 1828 in a little, gloomy village in northern Norway, called Skien. In 1844, after a fiercely lonely and frustrating childhood he repaired to Grimstad (a prophetic name, perhaps, since it means "Ugly-Town") to become a thoroughly unsuccessful apothecary's apprentice. In Grimstad, during the long, dark nights, he wrote *Catiline,* his first play. In 1851 he went to Christiania to take his entrance examinations for the University, but he never became a regular student, for the following year a peculiarly visionary man, the violinist Ole Bull, famed in this country for trying to start his own republic, Oleania, right in the middle of Pennsylvania, appointed him general manager of the newfounded Bergen Town Theatre. He was then twenty-four years old. His contract stated that he must supply the theatre with a play a year from

his own hand. He didn't do so well, however, so a year later the little town scraped up some money and sent their theatre director off to Copenhagen and Dresden to try to pick up a little know-how. This helped for in 1857 his Bergen reputation won him the post of director of the Norwegian Playhouse in Christiania. It is rather indicative of his introverted personality that no one seemed to notice when he left Bergen. The papers did not mention it. Seven years later, a miserable failure in the capital and surrounded by personal scandal, he fled Norway in an agony of self-pity for Rome. From then on, for twenty-seven years, he wandered in self-imposed exile, and it was during those years away from home that he wrote his most telling plays . . . intensely Norwegian, and at the same time intensely universal. In 1891 he returned, an honored man. In fact, he became almost a national monument. In 1899 he wrote his last play—one of the most self-condemnatory plays in the history of the theatre. In 1906 he died, his mind broken and lost.

During the fifty years between 1850 and 1900 his twenty-four plays (one on an average of every other year) ran the gamut from romanticism through realism to an intense symbolism. During those years, too, he covered the road from the intrigue-plot, the well-made play, of Scribe and Sardou, through character development and thesis plays and symbolism to a deeply psychological study, first of the people around him and finally, to the exclusion of almost everyone else, of himself.

When his plays are called unpleasant, it is well to remember that Ibsen was a brooder. In his early years his brooding stirred him to rebellion, but as he turned ever inward, into himself, in his later plays—in THE MASTERBUILDER, LITTLE EYOLF, JOHN GABRIEL BORKMAN, WHEN WE DEAD AWAKEN—he kept finding himself confronted with the same personal problem over and over again. It was the problem of the balance between life and art. In 1859, when he was thirty-one years old, he wrote a poem called ON THE HEIGHTS. It is an allegory intended to illustrate the manner in which the artist must remove himself from life and stand "on the heights," aloof, and observe, withdrawing himself from active participation. In his old age his conscience was always haunted by the question of whether he had not withdrawn to the point of not having enjoyed all the delights of a man's life. He apparently also wondered whether his withdrawal had not put him into the ridiculous position of not really knowing anything actual about life. In THE PRETENDERS, written in his youth, there is a character who personifies the spirit of evil, Bishop Nicholas. The bishop wanted to be a lover of women and a leader of men. He was prevented from this by his own inner weakness and his consequent despair drove him into an all-inclusive malevolence. This is not a bad description of Ibsen himself.

He admits his cowardice. His fear of meeting life, face to face. He always avoided scandal of any kind and, knowing as he did that he himself was vulnerable, he tended to be harder on sinners who did not have his own personal discipline. It is understandable that it is a little difficult for an audience not to resent this, since it appears in the guise of an Olympian contempt. Since he cannot but rarely treat his characters with sympathy and compassion, it is hard for such an audience to

experience empathy during a performance of his plays. He expresses his personal weakness in his own words. In 1862 he wrote a satirical treatment of ideal love and marriage called LOVE'S COMEDY and suddenly he found himself surrounded by personal scandal since it was taken for granted that any man who wrote so cynical a play about such a sacred institution was bound to be floundering in a marital morass himself. The snickers and the snide remarks that followed were greatly instrumental in chasing him away from Norway. He admitted, rather pathetically, "Face to face I was never a courageous man." Later he added, "Far away from my future readers I can be uncompromising." When he was working, in Rome, on his magnificent dramatic poen, BRAND, in which he furiously castigates his countrymen for not having gone to the aid of Denmark in '64, a young Norwegian, who had himself gone as a volunteer in the war, asked Ibsen why, if he felt so strongly on the subject, he had not done the same. Ibsen answered, rather lamely it would appear, "We poets have other work to do."

He removed himself from life and unfortunately that *apartheid* is reflected in his plays and does not go unnoticed by his audiences.

Very well, then, let it be accepted that he was not an active participant in the life that swirled around him, that he was a coward of sorts, that he was not what could be reasonably called a pleasant personality. This is what the run-of-the-mill audience can feel in him. Let us go a step further and examine him with that group of his staunch defenders which we have called "the intellectuals" in mind. For their purposes, what kind of a man was he?

The blinding glare of his themes threw his playwriting into shadow and he was regarded as a sociologist, a philosopher, a man of letters, a moralist, a propagandist—in fact everything except what he was, an exciting, practical playwright and theatreman. Mr. William Archer, who first introduced him to the English-speaking world kept trying to have him so regarded, but he was ignored. After all, who wants to discuss the inciting incident, the rising action, the recognition scene, the sparkling characterizations, when there are such meaty subjects as the hereditary effects of a social disease, a woman walking out on her husband, a doctor who pits himself alone against the world?

Was Ibsen, then, a sociologist, a philosopher, a man of letters? He was not. He was hardly even what you could rightly call an educated or a cultured man. Let's examine his record. When he was sixteen he quit school. He spent his teens working as an apothecary's apprentice. In his twenties he was not registered as a regular student at the university in Christiania, although he did attend a few scattered lectures. When he was twenty-four he went to Bergen. In short, Ibsen received only an elementary education. Throughout those most important years of his youth, his twenties, he slaved twelve hours a day getting a new play on the Bergen stage every week. For this, incidentally, he received, in round numbers, one dollar a day. He went to school in the theatre. After his sixteenth year that was the only school he went to. He himself has pointed out that he had no time to read, and what he learned in a formal way was all confined to his craft from French plays of the Scribe type and most of his own early works are written in straight imitation.

He never in his life had either the opportunity or the inclination to become a "man of letters." In his twenties and his thirties he read by necessity some of Schiller's plays, some of Oelenschlager's, some Shakespeare and Goethe's FAUST, but that is practically all. To the end of his days he remained distinctly—and he bragged about it—a playwright who knew next to nothing about literature. Late in his life he remarked to a friend that he hated all the plays of Dumas *fils*, and then added, quite casually, "But, of course, I've never read them." *This* about one of his closest contemporary rivals in the field. It is indicative of him that he lived a large part of his life outside of Norway, but he never learned to speak anything but a halting German. He was proud of this. He boasted that he read nothing but the daily papers. When scholarly critics pointed out that the technique of GHOSTS appeared to be patterned after Euripides, he could wax quite indignant at the idea and insist that he had never read Euripides and felt no need to read him. It is told about him that when he arrived in Italy, he tried belatedly to absorb a little culture and the result was pathetic. He appreciated all the wrong statues and grew enthusiastic over the wrong architecture. His utter lack of early education showed him up, not as an impressive man of culture, as there are some that would have us think, a man of almost inexhaustible knowledge, but as the essentially ignorant provincial that he remained all his life. It should be remembered here, though, that he was also endowed with an abundance of the magnificent horse-sense of that same provincial. If he was ashamed of this lack of knowledge and culture, he hid his shame well behind a cloak of aggressive boasts about it in repeated interviews. Nor did he regard himself as a philosopher or sociologist. He was aghast when the feminists hailed him after A DOLL'S HOUSE. He was revolted when the scientific world did him honor after GHOSTS had had a chance to sink in. He saw himself as a practical playwright, whose primary purpose was the creation of good theatre through the application of his provincial horse-sense to the material he saw around him. He wrote a straight colloquial Norwegian and he found his subjects in the newspapers. As a moralist he virtually never accomplished any more than the well-known preacher who was against sin.

As a final summing-up of this portrait of Ibsen, allow me to read you a portion of a letter from a lady to her mother. The writer is Madame de Hegermann-Lindencrone, the American wife of the Danish ambassador to the Italian court in 1881. The letter is written to her mother in America.

> The celebrated Ibsen honored this feast with his presence, and especially honored the Chianti and Genzano wines, which were served copiously, in *fiascos*. When you see Ibsen, with his lion face and tangle of hair, for the first time, you are fascinated by him, knowing what a genius he is, but when you talk with him, and feel his piercing, critical eyes looking at you from under his bushy brows, and see his cruel, satirical smile, you are a little prejudiced against him. We meet him often at our friend Ross's studio at afternoon teas, where there is always a little music. Ibsen sits sullen, silent, and indifferent. He does not like music, and does not disguise his dislike. This is not, a you may imagine, inspiring to the performers. In fact, just to look at him takes all the life out of you. He is a veritable wet blanket. I

have read all his works in the original. I think they lose a great deal in being translated. The Norwegian language is very curt and concise, each word conveying almost the meaning of two in English, which enables the author to paint a whole situation in a few words. I can see the difference, in reading the English translations, and where they fail to convey his real meaning. Strangers who wish to see Ibsen go to the cheap Italian restaurant, "Falcone," where he sits before a small iron table, eating deviled Devil-Fish. No wonder that he is morbid and his plays weird.

Now that we have taken a rapid look at the basic character and education of the man, let us return to the five charges leveled against him, by the English-speaking critics.

1. The dialogue in his plays is unplayable.
2. He is a journalistic playwright, who wrote about subjects which might have been shockers in his time, but which are now passè.
3. He is ambiguous and obscure.
4. His machinery creaks.
5. He is not "entertaining." He is dull and his characters are unpleasant.

There are those of you here tonight, no doubt, who teach European literature in translation. To you I dedicate this section of our study. From intimate experience you will know what I mean.

The transposition of a work of art from one language into another is an Herculean task. In the rather specialized field of drama, it is well-nigh impossible, since it presupposes that the translator must have as fine a sense of theatre, as sensitive an ear, and as unfailing an instinct for the dramatic as the original writer. It is very rare, indeed, that such a perfect mating of spirits takes place. I cite one example of almost perfect success in Brian Hooker's admirable translation of Rostand's CYRANO DE BERGERAC. Most of the time, however, the poet suffers untold damage in the process.

Consider, please, what is involved: Every single, solitary word must somehow find its absolute equivalent. In many cases this calls for a perfect understanding on the part of the translator of the day-by-day colloquialisms to be found in the language involved. Let me illustrate this. My sister, who lives in Copenhagen, speaks fluent English. She reads and writes it to perfection. Consequently she would seem to have all the qualifications necessary for a translator. But I assure you that if I were to walk into her living-room and casually ask, "What's cooking?" she would say, "Dinner." Through such means as may be used by the original writer the translator must ferret out his inner meaning—pertaining to his characters and to the mood of an individual scene. In the case of poetic drama the task becomes even more difficult, for the rhythm must be recaptured, perhaps even the rhyme-scheme. The author had something in mind when he used a particular rhythm for a particular scene, or when he rhymed certain lines and not others. Whatever he had in mind has an intimate bearing on the eventual effect of the drama on its audience. This intention must be understood by the translator and he must endeavor to recapture it in his own tongue. This is not an easy job. It is also the translator's task to maintain whatever success

the original author had in recreating human speech and an inherent sense of action. Finally the arbiter in this inhumanly difficult field must withstand the temptation that comes to all translators at some time or other—namely the impulse to give the original author a helping hand. The thought comes to him, "If he (the author) had only said so and so, this scene would be much funnier." Or, what may be even worse, "Really, now, that coarse word is not essential here. I think I'll just clean him up a bit."

Using three of Ibsen's plays, let me offer you a few examples of what may happen to an author at the busy hands of translators. Permit me to show you how rarely it is that the Norwegian drops naturally into the mold of English. There are, of course times, when the following may happen:

In PEER GYNT, in the scene in the hall of the Mountain King, one of the little troll-maidens squeals:

Hu! Ha! La' mig bide him i laaret!

This, in almost perfect cadence, and maintaining exactly the same spirit, falls quite naturally into:

Hu! Hi! Let me bite him in the thigh!

But when we come to the scene in which Peer tells Aase, his mother, about his mad ride on a reindeer along Gendin Ridge, it is an entirely different matter. The passage goes:

Men i samme stund, han faldt,
Sad jeg skraevs paa bukkeryggen,
Greb ham i det venstre öre,
Vilde netop kniven köre
Bag om skolten ind i nakken; . . .

The most famous of all Ibsen translators are the brothers William and Charles Archer. It was William Archer, as I mentioned before, who introduced Ibsen to the English-speaking world. He went to the trouble of learning Norwegian in order to be able to translate the great author's work. He achieved a remarkable perfection in the language which is a difficult one for a foreigner to learn. In his translation the above passage comes out like this:

But the instant that he fell,
I sat firm astride his back,
Gripped him by the left ear tightly,
and had almost sunk my knife-blade
in his neck, behind his skull.

This is quite correct, but loses almost entirely the colloquial peasant-talk of Peer. It is literary. It is too perfectly fluent for a man of Peer's stature. Hence it has a slightly sterile effect. The word "skraevs" (meaning astride) is a rather slangy word. "köre" (meaning to drive) is not the word usually employed in reference to stabbing. It has a kind of plunging quality to it, which "almost sunk" completely fails to recreate. "Skolten" (meaning skull) is a colloquial term. It is hard to translate, but actually "noggin" would come closer than "skull."

The translation of this play, which is to be found in the Modern Library edition of *Eleven Plays by Henrik Ibsen* is apparently, although it is not credited to him, by R. Farquharson Sharp. It abounds in what can only be called "Hiawatha rhythm" in the translator's frantic attempt

to recreate the play's poetic quality. Mr. Sharp's translation of our passage goes like this:

> But the moment he had fallen
> I was up astride his back,
> On his left ear got my grip,
> And was just in the act of thrusting
> With my knife into his gullet
> Just behind his head; . . .

The anatomy of Mr. Sharp's buck and the tongue-twister quality of the passage speak for themselves. The latter remind one of the so called "pnigos" or "choker" at the end of the kommation in a Greek parabasis.

However, the prize for something or other goes to Mr. Gottfried Hult of the University of North Dakota, who (in a published version, mind you) turned Peer's speech into this:

> Scarce he dropped before upon
> Him I sat astride, and grasping
> His left ear, made my knife ready
> In his neck to plunge with steady
> Blow the blade and bury deep there; . . .

I defy anyone to act this tortured semblance of monstrously inhuman speech.

Ibsen is not a profane or a coarse man, but when, in his plays, he uses strong language, he has a reason for it. At times these words are very hard to recreate. It is, however, entirely wrong when, as the Victorian translators were apt to do, we are shocked and try to clean him up. When Peer calls Solveig *Jomfru,* he means "virgin" and not, as Archer says, "kiddie."

As examples of two such difficult words, let me cite *tös* which is too strong for "girl" and two good-natured for "wench." *Död og Pine* literally means "death and suffering." It is a rather mild way of cursing, but it is certainly stronger than the usual translation into "gracious" or "mercy" which it is accorded.

The following excerpt from BRAND will illustrate several things along this line. First that Ibsen's utter simplicity of language, mentioned in the letter of Madame Hergermann-Lindencrone, is well nigh impossible to recreate in an English translation. Secondly that occasionally the very obscurity of which he is accused is obscurity of the translation and not of Ibsen. Finally there is the matter of the titles of characters. In BRAND there is a character called *Fogeden.* He is the holder of a civil office and you will see the translators struggling with just exactly what it is he represents. The passage in question is part of a conversation between this *Foged,* who wants to build a new city hall, complete with all the latest conveniences, as a sop to the restless villagers. Brand, however, wants to replace the old church in the village with a new and bigger one. They cannot have both.

In Ibsen, the simply-flowing scene goes like this:

> BRAND
> Jeg har aldrig veget.
>
> FOGEDEN
> Her maa De, mand! Byg mit arresthus
> Med pesthus og politisk festhus,

Altsammen, kort sagt,—daarekisten,—
Saa spörges ej om kirkebristen.
Og hvorfor skal den nu i muld?
Den var dog god nok för i tiden.

BRAND

Ja, mulig; nu er den for liden.

FOGEDEN

Da har jeg aldrig set den fuld!

BRAND

Selv for an enkelt sjael derinde
er ikke löftningsrum at finde.

FOGEDEN

Ved sligt den enkle sjael beviste
Nödvendigheden af min kiste.
Lad kirken staa, det vil jeg raade;
Den kan jo kaldes paa en maade
Et stykke aedelt arveguld.

There are three translations in existence: One by William Wilson, published by Walter Black in 1928; one by Charles Hereford, published by William Archer in 1906; and one by F. E. Garrett, published by E. P. Dutton in 1951. Here, in the order in which they were just mentioned, are their translations:

By Wilson:

BRAND

I have never yielded!

THE BAILLIE

You must here, man! Build my lock-up, my
pesthouse and my politico-recreation hall,
all together . . . in fact, to put it short,
my madhouse . . . and no matter if the church
is tumble-down. And why must it come down?
It was good enough in times gone by.

BRAND

Possibly. Now that time is past.

THE BAILLIE

Well, I have never seen it full!

BRAND

There is not room in it for a single soul to rise.

THE BAILLIE

The single soul proved by that the need for my
asylum. Let the church be—that's my advice. It may
be called, in any way, an item of our noble patrimony.

By Hereford:

BRAND

I have never yielded!

THE MAYOR

You must, man, here. Build my arrest-house,
My pest-house and my festive guest-house,
Build all, the madhouse comprehending.
And who'll ask where the church needs mending?
And why condemn it now to fall?
'Twas well enough a while ago.

BRAND

Possibly, but now it is too small.

THE MAYOR

I never saw it full, you know.

BRAND

Even a single soul is scanted,
And has not room therein to soar.

THE MAYOR

Which single soul but proves the more
How sorely my asylum's wanted.
Let the church be, is my advice.
One may regard it in some wise,
as a rich heirloom of our age.

In order to avoid quoting the same passage over and over again, let me simply add that Garrett, who calls *Fogeden* "The Sheriff," in his version, does a rather nimble job of rhyming, but that, as is the case of all three existing translations, his wording is often obscure and it would be wellnigh impossible for the two actors from the stage to make an audience understand what they are talking about.

In an attempt to clarify the passage and, in the hope of making it more playable, I offer, myself, this rendering:

BRAND

I have never stepped aside!

THE MAYOR

In this case do it! Let's build my city hall,
Complete with jail, with hospital
And politicians' club . . . in short, a sop to fools!
Then no one cares about that crumbling church.
And anyway, why tear it down?
It's always served us very well.

BRAND

Perhaps; but now it's much too small.

THE MAYOR

I haven't ever seen it filled.

BRAND

It does not even have the space
To lift a single soul to God.

THE MAYOR

That single soul just helps me prove
How sorely *my* asylum's needed.
Take my advice. Don't touch the church.
We *could* take pride in calling it,
You know, a sort of noble heirloom.

This latter version may not be great poetry, but then I do not pretend to be able to match Ibsen's talents. It is, however, understandable, I think, and playable.

Finally, let me mention the case of the famous tag-line in HEDDA GABLER. All extant translations give it as follows:

TESMAN

Oh, now she is playing with those pistols again!
(He throws back the curtains and runs in, fol-

lowed by Mrs. Elvsted. Hedda lies stretched on the sofa, lifeless. Confusion and cries. Berta enters in alarm from the right.)

TESMAN
(Shrieks to Brack.)
Shot herself! Shot herself in the temple! Fancy that!

This is an excellent example of Madame Hegermann-Lindencrone's assertion that a couple of words in Norwegian often imply a hidden wealth of meaning. The words are "Taenk det." Flatly translated they mean "think that." When they are translated as "Fancy that!", a typical midvictorian expression, they bring down the house, as the saying goes. This was certainly not Ibsen's intention, stodgy as he has made Tesman. Also "Fancy that" implies that Tesman is no different at the end of the play from what he was at the beginning—that the whole thing has meant absolutely nothing to him. In this case I believe that a brief stage-direction and an interpretation of the apparent meaning of Ibsen is in order. Something like this:

TESMAN
(Crying desperately to Brack.)
She has shot herself! She has shot herself in the temple!
(He slowly turns back toward the lifeless form of Hedda)
I . . . I never in my wildest dreams . . .

It would appear from this, then, that the basic crime against Ibsen in the English-speaking world, is that *he* is blamed for the short-comings of his translators.

Next, let us take a look at the accusation that his plays are journalistic and his subjects are passè. In doing so we must examine the *manner* in which he wrote his plays.

His plays are called "social dramas," because they put general moral principles in intimate relation with certain social conditions or conventions. The problem in Ibsen's plays is always one of individual morals—of a man's honesty and rectitude in his dealings with his own soul and with other people. Ibsen, out of this basic idea, creates both dramatic conflict and social character for his plays by bringing about a contrast between individual morality and the generally accepted social standard of morality and in this way he creates a very real dramatic situation, for which of us has not found himself at some time or other in a position where his inner convictions and the rules and regulations did not agree.

As a close observer of humanity struggling futilely in a web of its own making, the playwright simply reached out and used the material that was next to his hand. There was a distinct relationship between the things he read in his newspapers and the things he wrote in his plays. PILLARS OF SOCIETY quite naturally reflects the so called Plimsoll agitation in England, which had shown up the practice of sending out highly insured, unsea-worthy vessels in the hope that (with a little help from the owner) they would sink. This had started a debate on capitalistic methods (incidentally leaving us a word, *plimsoller,* in Danish, which means "a rickety tub.") A DOLL'S HOUSE, for which he used an actual marriage as a model, plunged right into the opening campaign for the moral emancipation of women. This was something

Ibsen read about in the papers every day. GHOSTS echoed the then burning question of heredity, also discussed in the papers. The characters, however, who people these newspaper-inspired stories are flesh and blood. They are drawn from life and not from newsprint. JOHN GABRIEL BORKMAN is as valid today, as it was fifty-eight years ago as a study of a modern tycoon. HEDDA GABLER is as much a fascinating plunge into psychopathology now, as it was in 1890, when it was written. ENEMY OF THE PEOPLE is today as fine a drawing of what happens to a man who holds unpopular opinions as it was in 1882. Nora's being at the mercy of her husband will find a sympathetic audience in today's women, just as much as she did 75 years ago when she first walked out, slamming the door behind her. Mrs. Alving's frantic effort in GHOSTS to cover her own tracks is just as applicable today as it was in 1881.

Ibsen is accused of being ambiguous and obscure. The reason for this attack lies, no doubt, partly in the fact that the critics have seen his plays in translation and we have already observed how this process may render him virtually unintelligible. However, there is more to it than that. He is not what might be called an "easy playwright." Often he deals in symbols which do not immediately, as do the symbols in Chekov (THE SEAGULL, THE CHERRY ORCHARD), give up all their secrets. His characters, reflecting the nature of man, are complex. They function from many motives. Strindberg said about MACBETH, "Don't tell me he is ambitious. Tell me *why* he is ambitious." In the same way the motivations in Ibsen's characters are manyfold and finely interwoven. In a theatre such as ours where a play must be new, must be seen once, and then must make room for another one, such a playwright is not apt to find favor. For Ibsen must be seen again and again, as Pirandello must be seen again and again and as all great books must be read again and again and all fine paintings viewed again and again in order for the viewer to plumb the depth of the work's full value. Ibsen belongs in a repertory theatre and not on Broadway.

It is said that his machinery creaks. No doubt you cannot see an Ibsen play with any perception at all without being aware of the consummate skill with which each plot-strand is woven into place. Let us, however, remember that one of the pleasures in viewing art comes from sufficient knowledge of that art to be capable of admiring the artist's virtuoso skill. I will be the first to grant that there are times when this skill becomes so obvious as to seem mechanical. Ibsen wrote of the French plays he imitated, "These works have for the most part a perfected technique and therefore they please the public; they have nothing to do with poetry and therefore, perhaps, they please the public still more."

It is possible the playwright went too far in trying to "please the public" in this respect. However, it is not fair to judge all a man's plays by the example of a few. As Ibsen grew older and more subjective in his work, his concentration on his inner characters far outstripped his plot-manipulation of them. These, however, are the plays that are rarely seen, because they are not the easy plays. They call for acting on a par with the writing.

All the same, both for the expert and the layman, who does not know what he is seeing, there is consummate pleasure in the old master's unbelievably skillful handling of such ancient, dramatic techniques as the magic recognition scene, the obligatory scene in which the struggle comes to a climactic head, the great economy he applies in handling characters and subplots, his nimble use of the classic unities.

Finally, the ultimate—"the most unkindest blow of all"—Ibsen is not entertaining. The playwright did not help himself in this respect, when as a motto on the title-page of his collected works, he wrote:

What is life? a fighting
9 In heart and in brain with Trolls.
Poetry? That means writing
Doomsday accounts of souls.

Perhaps his reputation for "doomsday accounts of souls" has put a certain aura about the spectator witnessing an English or American production of one of his plays. It is the custom to regard him with a great deal of solemnity and, as is often the case with Chekov, when his comedy and his recurrent sprightliness seems to force itself forward in a production, it is quickly stepped upon and squelched as being undignified for such an august occasion. How often, in my profession, have I heard an enthusiastic drama student dreaming of some far-off day when he will be the director of his own community theatre? The monologue goes somewhat like this: "First I'll give 'em the kind of stuff they understand—things like LIGHT UP THE SKY and VOICE OF THE TURTLE, and MY SISTER EILEEN. But pretty soon, when I've got them on my side, I'll start to educate them up to Ibsen."

God help poor Ibsen—to be educated up to! What the student does not realize is that he is indicting himself. VOICE OF THE TURTLE and MY SISTER EILEEN he is capable of doing in such a way that his audience will buy tickets. Ibsen is harder. Zola once said that "Art is a coinage of nature, imprinted by a personality." It is not the coinage of nature that is hard to do. Any hack can do it and win applause. It is the dive into the depths of "imprinted by a personality," that is hard. For that takes an equal personality.

When such a meeting of spirits is effected, it is possible for Sir Lawrence Olivier to make a popular hit out of OEDIPUS REX. It is also possible, as Gilbert Seldes pointed out in his review of Dudley Digges' and Claire Aimes' celebrated production of THE WILD DUCK, to make Ibsen entertaining.

In the final analysis, then, it is this latter truth that endears Ibsen to theatre-folk and that make them, in the face of the constant opposition encountered from both audiences and critics, come back for another try again and again. Ibsen challenges them and they keep saying to themselves, "This time I shall be able to meet him on his own level. This time I shall show everyone what a great playwright he really is!"

As a theatre-man, as a true professional, he wrote plays for actors, and the only way in which he can be ultimately judged is when he is in the hands of actors equal to himself. Only then does he shed the apparent cloak of the stodgy moralist, only then, in adequate translation, does his brilliantly caustic humor—the humor of A DOLL'S HOUSE, of AN

ENEMY OF THE PEOPLE, of THE MASTERBUILDER—become apparent. Only then does he come alive.

It is a crime to judge him in any other way.

READING LIST

Suggested Supplementary Reading for This Lecture

Collin, Joseph: *Henrik Ibsen: Sein Werk—Seine Weltanschauung—Sein Leben.* (Heidelberg, Winter, 1910)

Downs, Brian Westerdale: *Ibsen: the Intellectual Background.* (Cambridge (England), The University Press, 1946)

Ellis, Havelock: *The New Spirit.* (Boston, Houghton Mifflin Company, 1926)

Henderson, Archibald: *European Dramatists.* (Cincinnati, Stewart & Kidd Company, 1913)

Henderson, Archibald: *Interpreters of Life and the Modern Spirit.*

Ibsen, Henrik: *Letters of Henrik Ibsen.* Translated by John Nilsen Laurvik and Mary Morison. (New York, Fox, Duffield & Company, 1905)

Ibsen, Henrik: *Speeches and New Letters of Henrik Ibsen.* Translated by Arne Kildal. (Boston, R. G. Badger, 1910)

Jorgenson, Theodore: *Henrik Ibsen, A Study in Art & Personality.* (Northfield, Minnesota, St. Olaf College Press, 1945)

Macfall, Haldane: *Ibsen, The Man, His Art and His Significance.* (New York and San Francisco, M. Shepard Company, 1907)

Northam, John: *Ibsen's Dramatic Method.* (London, Faber & Faber, 1953)

GENERAL INTRODUCTIONS TO IBSEN

Gosse, Sir Edmund William: *Ibsen.* (New York. C. Scribner's Sons, 1908)

Jaeger, Henrik Bernhard: *Henrik Ibsen; A Critical Biography.* Translated by William Morton Payne. (Chicago, A. C. McClurg & Company, 1901)

Koht, Halvdan: *The Life of Ibsen.* (New York, The Scandinavian-American Foundation, W. W. Norton & Company, 1931)

Zucker, Adolf Edward: *Ibsen, The Master Builder.* (New York, Henry Holt & Company, 1929)

S.O.
BALCONY

UNIVERSITY OF NORTH CAROLINA
EXTENSION BULLETIN

VOL. XXXV SEPTEMBER, 1956 NO. 1

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AUDIO-VISUAL MATERIALS FOR SCHOOLS, COLLEGES, CHURCHES, AND ADULT STUDY GROUPS

SUPPLEMENT

ISSUED FOR
BUREAU OF AUDIO-VISUAL EDUCATION

ABERNETHY HALL
TELEPHONE 8-493
CHAPEL HILL, N. C.

Educational Films
AND
TAPE RECORDINGS

Announcements for 1955-56

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INTRODUCTION

It is the purpose of the Bureau of Audio-Visual Education to place Audio-Visual Aids at the disposal of the schools and other educational and civic agencies on a cost basis. The receipts from rental charges will be used to operate the service and to add new films.

The audio-visual education services are designed primarily to supplement classroom instruction and to aid in general adult education. Consequently, aids that will fit into the pattern of the educational program of the state are selected and made available.

Unit Value

AMERICAN FLAG, THE (EBF) 13 minutes..... $2.40 4
Born as we fought for liberty, our flag grew with the nation. Here is the stirring dramatization - the march of events - out of which the stars and stripes have emerged as the emblem of our nation's independence and unity. (Elementary, Jr. and Senior High)

AMERICAN LITERATURE: COLONIAL TIMES (CORONET)
10 minutes $1.80 3
We see that the beginnings of literature in this country took the form of practical, useful documents, reflecting the natural wonders of the new world to which the settlers had come, and the hard pioneer life and deep religious faith of these people. Although the colonial period was not rich in literature as we know it today, it has been and still is an important source of literary inspiration to later American writers. (Junior High, Senior High, College)

AMERICAN LITERATURE: EARLY NATIONAL PERIOD (CORONET)
10 minutes $1.80 3
The first real literature of America is presented here in the writings of Philip Freneau, William Cullen Bryant, Washington Irving and James Fenimore Cooper, who found their subjects in the native scene, the natural beauty, the folk legends, the humor, and the traditions which were characteristically American. (Junior High, Senior High, College)

AMERICAN LITERATURE: REVOLUTIONARY TIMES (CORONET)
10 minutes $1.80 3
From this period emerged some of the most impassioned pleas for the natural rights of mankind ever produced by a people. The feeling, depth, and beauty of many of these political documents raise them to the level of true literature. This film brings to life some of the important writings of Benjamin Franklin, Patrick Henry, Thomas Paine and Thomas Jefferson. (Junior High, Senior High, College)

AMERICAN LITERATURE: THE REALISTS (CORONET) 10 minutes.. $1.80 3
The scientific and industrial advance in America and its accompanying social and economic problems formed the background from which the realists emerged. This film discusses the writings of Upton Sinclair, Theodore Dreiser, Hamlin Garland, Stephen Crane, Jack London, Booth Tarkington, and Sinclair Lewis, and associates the theme of realism with many of our present-day novelists, poets, essayists and dramatists. (Junior High, Senior High, College)

AMERICAN REVOLUTION: THE BACKGROUND PERIOD (CORONET)
10 minutes..... $1.80 3
What caused the farmer, laborer, craftsman, merchant, and frontiersman to take up arms against the British? Each had his own reason, but they were all united in the common cause of freedom. This film treats the political, social, and economic conditions that formed the background of the American Revolution, and those events which forced the Colonists to rebel against their mother country. (Junior High, Senior High, College)

AMERICAN REVOLUTION: THE POSTWAR PERIOD (CORONET)
10 minutes..... $1.80 3
Out of the battles that began at Concord, the work to form a united army, the sufferings of seven years of war; out of the victory and out of the ex-

Unit Value

periences of seven years without a central government, came an enduring government--our Constitution. This film traces the steps that brought union to the independent states of America. (Junior High, Senior High, College)

AMERICAN REVOLUTION: THE WAR YEARS 10 minutes..... $1.80 3
The major phases of the American Revolution--its proclamation at Independence Hall, its crisis at Valley Forge, its turning point at Saratoga, its climax at Yorktown, its victory made possible at Paris, and its achievement in the alliance of colonies that followed the war. The film stresses the efforts and successes of George Washington, both as a great general and as the leader of his people. (Junior High, Senior High, College)

ANIMALS - WAYS THEY EAT (EBF) 11 minutes..... $1.80 3
Through close-up photography this film offers a fascinating study of how animals and insects catch and eat their food. (Primary, Elementary)

ANIMALS - WAYS THEY MOVE (EBF) 11 minutes..... $1.80 3
Through close-up photography we are able to observe animals in their natural habitats, seeing how each animal makes use of individual means of locomotion. (Primary, Elementary)

AZTECS, THE (CORONET) 10 minutes--color..... $3.60 6
Reconstructing some of the most significant characteristics of pre-Aztec and Aztec civilization, the film explores notable ruins, carvings, and murals which depict this culture. Religion is found to have played an important role in the lives of the Aztec people, and the reenactment at Teotihuacan of a religious ceremony, as it might have been performed in 1500, contributes further to an understanding of the Aztec civilization. (Intermediate, Junior High, Senior High, College)

ASSASSINATION OF JULIUS CAESAR, THE (Y.A.) 27 minutes..$3.00 5
March 15, 44 B. C., Rome and the assassination of Caesar, portraying an event which sheds light on great personalities and foreshadows a change in the world of that day. (Junior High through Adult)

BASE AND PLACE (Ind. U.) 27 minutes.....
Presents the characteristics, history, and applications of the binary system. Through this system, emphasizes the basic principles of base and place in our system of numeration. Shows how numbers are represented in the binary system and its relationship to electronic digital computers. Demonstrates the importance of base and place in our number system. (College and adult)

BASEBALL-BY-THE-CODE (OSFS) 25 minutes..... $2.00
This film illustrates and explains the importance of playing by the rules of the game. High School, college, and professional players demonstrate the various play situations. Explanations of some of the more technical rules are included. (Junior High to Adult)

BEGINNING SWIMMING (CORONET) 10 minutes..... $1.80
Through scenes photographed both above and beneath the surface of the water, basic techniques of swimming for beginners are demonstrated. Land and water drills involving kicking, breathing, floating, paddling,

Unit Value

and stroking and pulling with the arm are practised separately, then co-ordinated as the swimmer learns the American crawl. The back float, back stroke, and breast stroke are also illustrated and explained. (Intermediate, Junior High, Senior High)

ELGIUM AND THE NETHERLANDS: LANDS AND PEOPLES (CORONET)
10 minutes--color..... $3.60 6
In presenting an overview of the Netherlands and Belgium, their relationship to one another and their neighbors, and the major ways in which their economy is related to environment, the film shows how easy access to the North Sea and many waterways help to make Belgium and the Netherlands "the trading workshops of Europe." Other significant characteristics of these countries--low lands, small size, dense population, and large coal resources--are shown in relation to the activities of the people. (Intermediate, Junior High)

G NUMBERS (Ind. U.) 27 minutes..... $4.80 8
Demonstrates how scientists and mathematicians write and use very large and very small numbers. Stresses the meaning and importance of exponents and powers and shows some of their uses. Presents and demonsrates exponents and scientific notation as an easy way of writing and computing with large numbers. Explains negative exponents and demonstrates how very small numbers are written and used.

LL OF RIGHTS OF THE UNITED STATES, THE (EBF)
16 minutes..... $3.00 5
The first ten amendments to the Constitution are the specific guarantees which history, contemporary events, and the temper of men's minds had marked as vital safeguards of personal freedom. (Junior and Senior High)

DS OF OUR STORYBOOKS (CORONET) 10 minutes--color.... $3.60 6
The robin, cardinal, crow, owl, blue jay, sparrow, redheaded woodpecker, wren, and seagull--birds which children encounter most frequently in their stories and texts--are shown both as they appear in book illustrations and as they are in their natural settings. Characteristics of the birds--their coloring, calls, and easily observed habits--are carefully integrated with poems and stories at the primary level. (Primary)

DS OF THE COUNTRYSIDE (CORONET) 10 minutes--color..... $3.60 6
The indigo bunting, eastern kingbird, marsh hawk, sparrow hawk, nighthawk, mourning dove, meadowlard and killdeer are seen in their nesting places. The markings and plumage of the birds, what they eat, and how they care for their young are observed. The film emphasizes the value of these birds to man. Entirely new scenes and sound. All bird calls are authentic. (Intermediate, Junior High)

DS OF THE DOORYARD (CORONET) 10 minutes--color..... $3.60 6
Right in our own backyard we find these birds, but it takes the telescopic lens of the color camera to discover the details of their private lives. Here we see them in their favorite nesting places and learn to recognize each one. Cast of characters includes the white-throated sparrow, robin, bronzed grackle, house wren, yellow warbler, and purple martin. (Primary, Intermediate, Junior High)

Unit Value

BOSTON TEA PARTY, THE (Y.A.) 27 minutes..... $3.00 5
December 16, 1773, the eventful day when American patriots decide to strike a daring blow against British tyranny and taxation. Portrays the spirit and personalities of the times which led up to the Revolution. (Junior High through Adult)

BOY OF MEXICO, A: JUAN AND HIS DONKEY (CORONET)
10 minutes--color..... $3.60 6
Through the warm and human story of Juan, a small Mexican boy, and his donkey, Pepito, children become acquainted with some of the characteristics of rural Mexico. In following Juan's experiences on a single day, the film conveys a sympathetic feeling for Mexico and provides a rich background for reading and language arts activities related to life in this country. (Primary, Intermediate)

CHICKEN LITTLE COUNT TO TEN (Ind. U.) 14 minutes..... $3.00 5
The Friendly Giant reads Chicken Little Count to Ten by Margaret Friskey, published by the Children's Press. After the story, Rusty the Rooster then drinks a bowl of milk to show how a chicken must jiggle to drink. (Primary)

CHINA: THE LAND AND THE PEOPLE (CORONET)
10 minutes--color..... $3.60 6
Stressing the essential characteristics and differences between North and South China, this film presents an overview of the country whose population is greater than that of any other area in the world. Showing the close relationship which has, for centuries, existed between the people of this vast land and the land itself, the film accents the importance of agriculture to the Chinese and anticipates the future of China--a shift towards industrialization. (Intermediate, Junior High)

COLONIAL LIFE IN THE SOUTH (CORONET)
15 minutes--color..... $4.80 8
In following the journey of a surveyor who visits a frontier tobacco farmer and a tidewater plantation owner, the characteristic social and economic life of the southern colonies in the pre-revolutionary period are shown. Filmed at authentic colonial restorations, many utensils, household articles and fashions of the period are shown to create the feeling and mood of life in the southern colonies. (Intermediate, Junior High, Senior High)

CONSTITUTION OF THE UNITED STATES, THE (EBF)
16 minutes..... $3.00 5
A written constitution, binding upon all citizens, is the foundation of our democratic system. Its makers were men well fitted for great works, but this far-reaching document was their supreme accomplishment. (Junior and Senior High)

COURTESY FOR BEGINNERS (CORONET) 10 minutes..... $1.80 3
The fundamentals of courtesy--such as being considerate to a guest, making correct introductions, saying the magic words, please, thank you and excuse me-- are presented in a variety of role-playing activities which will delight a young audience. (Primary, Intermediate)

COWBOY SMALL (Ind. U.) 14 minute..... $3.00 5
Presents the book Cowboy Small by Lois Lenski, published by the Oxford

Unit Value

University Press. Jerome the giraffe plays cowboy with two five-gallon hats and sings the cowboy's sleepy music. (Primary)

DAVIS CUP TENNIS 1954 U.S. LAWN TENNIS ASS'N 45 minutes..$2.40
Shows how the United States tennis team wins the Cup, defeating Australia Highlights of the play in the interzone final between United States and Sweden, and in the Challenge Round against Australia when Trabert and Seixas defeat Hoad and Rosewall in singles and doubles.

DEATH OF STONEWALL JACKSON, THE (Y.A.) 27 minutes... $3.00 5
May 10, 1863, the day on which the death of Stonewall Jackson is a presage of coming disaster for the Confederate forces. Provides an insight into the problems of the war as reflected in this event.
(Junior High through Adult)

DECLARATION OF INDEPENDENCE BY THE COLONIES, THE (EBF)
16 minutes..... $3.00 5
The circumstances and results of this historic statement of democratic principles have stirred men's hearts many times and in many places. "Life so dear and peace so sweet" were risked in the cause of liberty; for some the price was death, but for future generations the prize was freedom. (Junior and Senior High)

DESK FOR BILLIE, A (NEA) color 57 minutes..... $1.00
Shows how America's schools open their doors to all children, regardless of wealth or poverty. This effective public relations film can be shown to the public as a background for panel discussions or valuable commentary about the school system in any community.

DO YOU KNOW HOW TO MAKE A STATEMENT OF FACT? (Ind. U.)
27 minutes..... $4.80 8
Discussess the difference between statements of fact and statements of inference. Emphasizes the importance and consequences of being aware of these differences. Provides numerous examples of statements of fact and inference. Points out how these statements can be distinguished one from the other. Through additional examples, shows that when a person is not aware that there is a difference between fact and inference, he may act as if inference is fact. (College, Adult)

EARLIEST NUMBERS, THE (Ind. U.) 27 minutes..... $4.80 8
Shows man's first efforts to count with symbols and the contribution of these efforts to our present number system. Stresses this contribution in terms of the essential elements of a modern numeration system: base, place, symbols, zero, decimal point. Through models, demonstrates and explains certain physical methods of writing and reckoning with numbers.
(College, Adult)

EMANCIPATION PROCLAMATION, THE (Y.A.) 27 minutes... $3.00 5
January 1, 1863, the soul-searching hours of President Lincoln prededing his decision to free the slaves. Helps to point up both the moral and historical significance of one of the great events in America's history.
(Junior High through Adult)

ENCHANTED RIVER, THE (CORONET) 10 minutes--color..... $3.60 6
Simon the honest woodsman had his choice of a silver axe or a golden axe.

Unit Value

He chose neither, and asked only for his own plain axe. This simple story, acted against idyllic settings, becomes an entrancing human tale whose message will impress audiences of all ages.
(Kindergarten, Primary, Intermediate)

ENGLISH HISTORY: EARLIEST TIMES TO 1066 (CORONET)
10 minutes $1.80 3
Discusses the building of Anglo-Saxon England, emphasizing the many different peoples and cultures which were its ingredients. Authentic landmarks and historical materials from 1900 B.C. to 1000 A.D. are blended with brief reenactments of important historical events to give a compressed, yet vivid, panorama of the island of Britain and the assimilative process which was the making of the English nation. (Junior High, Senior High, College.)

ENGLISH HISTORY: NORMAN CONQUEST TO THE FIFTEENTH CENTURY (CORONET) 10 minutes..... $1.80 3
An overview of medieval England from the Conquest in 1066 to the decline of feudalism, this film discusses the concept of limited monarchy as the basis of the English form of democracy. We see some of the many milestones, such as trial by jury and the Magna Charta, that marked the recognition and growth of human rights in Britain.
(Junior High, Senior High, College)

ENGLISH HISTORY: TUDOR PERIOD (CORONET) 10 minutes.... $1.80 3
Covering the period from 1485 to 1603, this film treats the growth of the national state under Henry VII and Henry VIII, with particular emphasis on the reign of Queen Elizabeth and the rise of Tudor England as a leading world power. The film concludes with the flowering of English culture at the height of the Elizabethan period and its successful transplanting in America. (Junior High, Senior High, College)

EXPLORING THE NIGHT SKY (EBF) 10 minutes..... $1.80 3
The film takes us to the dome of an observatory which is turned and opened so that the camera can concentrate on one section of the sky at a time. The great telescope is shown in close-ups; then the shutter of the dome is opened and a magnificent view of the night sky is revealed through the lens. Stars are recognized by their size, their color and their brightness. (Elementary, Junior High)

FINGER-PAINTING METHODS (CORONET)
8 minutes- color..... $1.80 3
This film offers kindergarten and primary grade teachers many practical suggestions for organizing and administering a finger painting class. The various styles and techniques used by the children in the film--plus their exciting results--will fascinate your class and encourage them to try this artwork themselves. (Teacher Education, Kindergarten)

FISHERMAN'S BOY, THE (CORONET) 10 minutes--color..... $3.60 6
Danny's father is captain of a commercial fishing boat, the "Oliver Smith," yet Danny has never been fishing on it. When can he go? When he is a real fisherman, his father tells him, so he can do the work a fisherman has to do on the "Oliver Smith." Danny decides to learn about fishing and with the help of Mr. Brown, who has fished for many years, Danny does learn to fish with a pole from the dock and so earns the right to go out

Unit Value

with his father on the "Oliver Smith." (Primary)

FLIPPER, THE SEAL (CORONET) 10 minutes--color..... $3.60 6
A group of children at the zoo watch Flipper go through his antics, and one boy eagerly decides to learn more about seals. As a language builder this charming film fuses the seal's actions with such words as waves, swimming, dive and fur. Here is an exciting shared experience as a subject for class discussion, reading and other means of developing the ability for expression in youngsters. (Primary, Intermediate)

FINAL PERFORMANCE OF SARAH BERNHARDT, THE (Y.A.)
27 minutes..... $3.00 5
November 30, 1922, one of the world's greatest actresses defies the approach of death to go on the stage once more, so that she may say goodby to the public which has adored her. A high point in the history of the American theatre. (Junior High through Adult)

FRACTIONS (Ind. U.) 27 minutes..... $4.80 8
Presents the history and some of the characteristics of fractions. Sketches the basic principles governing the use of fractions. Shows that a fraction has five meanings. Traces the way in which our present representation of fractions has come to us from Babylonia, Egypt, Greece, Rome, India and Belgium. Compares the properties of rational, decimal and duodecimal fractions. (College and Adult)

FUNDAMENTAL OPERATIONS (Ind. U.) 27 minutes..... $4.80 8
Analyzes modular arithmetic as an aid in understanding the principles of our own, or rational, arithmetic. Through arithmetic modulo five shows the closure, commutative, and identity element principles of rational arithmetic. Identifies the additional associative and distributive arithmetic principles using our own arithmetic. Demonstrates that the two fundamental operations are addition and multiplication. (College and Adult)

GEOGRAPHY OF YOUR COMMUNITY (CORONET) 10 minutes..... $1.80 3
We join a boy on his way to school and, with him, discover many things about his community--the relationship between its industries and geography, its farmlands and residential areas, and its rivers and highways. This film encourages children to collect and organize data about their own community. (Intermediate, Junior High)

GOLDILOCKS AND THE THREE BEARS (CORONET)
10 minutes--color..... $3.60 6
Starring three real bears, this much-loved children's story is retold in a presentation which remains faithful to the incidents and characteristics of the original tale. In addition, suggestions for drawing pictures of scenes from the story and exploring other favorite stories provide children with an incentive for further reading and artwork activities. (Primary)

GRANDFATHER OF THE BLUE RIDGE (HUGH MORTON)
15 minutes--sound--color..... $1.80 3
A pictorial essay on the highest mountain in the Blue Ridge range, Grandfather Mountain. Gives glimpses of many other scenic objectives of visitors to the Mountains of the Tar Heel State, such as Blowing Rock, Craggy Gardens Roan Mountain, Biltmore House, Linville Falls, Linville Caverns, etc.

Unit Value

GRASSHOPPER, THE: A TYPICAL INSECT (CORONET)
6 minutes--color..... $1.80 3
One of the most common and widely-known insects in the world is the grasshopper. Its body structure is shown as exemplifying the basic characteristics that identify insects, and its life cycle is studied as typical of those insects which go through a process of incomplete metamorphosis. The need for controlling the grasshopper's destructiveness is also shown. (Intermediate, Junior High)

HATFIELD--McCOY FEUD, THE (Y.A.) 27 minutes..... $3.00 5
January 1, 1888, a high point in the bitter feud which involved citizens of Kentucky and West Virginia. A glimpse of the bitterness which developed in local arguments in early America, and a dramatic example of what happens when violence replaces due process of law. (Junior High through Adult)

HISTORY IN YOUR COMMUNITY (CORONET) 15 minutes--color..... $4.80 8
History is all about us. A number of eighth grade students discover this when they begin to look, read, and ask about the history of their community. An old elm tree, an abandoned well, and early tombstone inscriptions assume historical significance as the students learn that their community's history is part of the history of our country. Their method of historical exploration can be adopted by any group--in any community. (Intermediate, Junior High)

HOPPY, THE BUNNY (CORONET) 10 minutes--color..... $3.60 6
One beautiful morning, Hoppy meets his friends, the raccoon and the owl, and for the first time hops out of the deep woods and sees life on a farm. He meets chickens, pigs and tame white rabbits; then, after being chased by a dog, Hoppy returns home safe and sound. This lovable story of Hoppy will lead youngsters naturally into more meaningful reading, drawing and singing activities. (Primary, Low Intermediate)

HOW BIG ARE ATOMS? (Ind U.) 27 minutes $4.80 8
Discusses the importance of knowing whether or not atoms really exist and determining their exact size. Reviews the many different but precise and identical determinations of the size of atoms. Presents several demonstrations of the size of atoms relative to what can be seen. Suggests that the world of the atom is not as far away as we may have believed. (College, Adult)

INSTRUMENTS OF THE BAND AND ORCHESTRA: INTRODUCTION (CORONET) 10 minutes..... $1.80 3
This is a series of five films designed to introduce the band and orchestra to students, and familiarize them with the instruments of the groups. The Youth Orchestra of Greater Chicago and the Joliet Township High School Band are featured in the films. This is a general introduction to bands and orchestras, explaining the three sections of the band, the brasses, the woodwinds, and the percussions, and showing how the additional section of strings gives the orchestra its different sound. (Intermediate, Junior High, Senior High)

INSTRUMENTS OF THE BAND AND ORCHESTRA: THE BRASSES
10 minutes..... $1.80 3
We hear the distinctive sounds of the brass section, showing how this sec-

Unit Value

tion contributes to the full sound of bands and orchestras. After explaining, in animation, the basic principle on which brasses operate, we are musically and visually introduced, one at a time, to the cornet, the trumpet, the French horns, the trombones, the baritone, the tuba, and the sousaphone. (Intermediate, Junior High, Senior High)

NSTRUMENTS OF THE BAND AND ORCHESTRA: THE PERCUSSIONS (CORONET) 10 minutes.....$1.80 3

We see the importance of the percussions in both bands and orchestras, and are introduced to the most common of the many percussions that are used. We hear, and see played, the bass drum, snare drum, field drum and tympani, or kettle drums; the cymbals, including the sock cymbal of dance bands; the tambourine, triangle, temple blocks, castanets, and gong; claves, marimba, bells and chimes. (Intermediate, Junior High, Senior High)

NSTRUMENTS OF THE ORCHESTRA: THE STRINGS (CORONET) 10 minutes..... $1.80 3

The section that is peculiar to orchestras is analyzed in this film. We see the basic principles of operation of the string instruments, and show, in simple analysis, how string instruments are played. The instruments that we see and hear are: the violin, viola, cello, and string bass (also called the bass viol, or double bass, or contra bass); we are shown several types of bows, and see and hear various musical effects obtainable from the instruments; the harp is shown as a regular member of the string section, and the piano is presented as one which can be included in that section. (Intermediate, Junior High, Senior High)

STRUMENTS OF THE BAND AND ORCHESTRA: THE WOODWINDS (CORONET) 10 minutes.....$1.80 3

The woodwinds produce the interesting, colorful sounds in bands and orchestras. We see how the woodwinds are held and played, hear their distinctive sounds, and learn the principle on which the woodwinds operate. The basic woodwind instruments introduced are: the flutes and the piccolo; the single reeds, including the clarinets and saxophone; and the double reeds, including the oboe, and alto oboe (English horn), and the bassoon. (Intermediate, Junior High, Senior High)

S A TREE COUNTRY (AM. FOR. PROD.) 13 minutes.....$1.20 2

Gives an objective, up-to-the-minute account of the many advances in forest fire prevention, tree farming, research and utilization wood-using industries and timberland owners are making around the United States. (Junior and Senior High through Adult)

S EVERYBODY'S BUSINESS (US CHAMBER OF COMMERCE) 2 minutes--sound--color.....

This film explains how our business system, built on a firm foundation of freedoms, has given America the highest standard of living in the world. It dramatizes the dangers to our personal, political and economic freedoms, and emphasizes the importance of protecting these freedoms. (High School, College, and Adult)

NNY APPLESEED: A LEGEND OF FRONTIER LIFE (CORONET) minutes--color..... $4.80 8

In this film the inspiring story of Johnny Appleseed--a man of peace whose

Unit Value

goal in life was to make the world a better place for all living creatures--is imaginatively retold against the background of pioneer America. We see how Johnny's love of God and nature started him on a mission that was to last all his life and make his name known throughout the land. (Primary, Intermediate, Junior High, Adult)

JUST WHAT IS GENERAL SEMANTICS? (Ind. U.) 27 minutes... $4.80 8
Indicates that in the broadest sense general semantics is concerned with the factors in communication that lead to misunderstanding, tension, and conflict. Dr. Lee's specific interest is in the kinds of things that happen between people that produce trouble because of the way they talk. Reviews Alfred Korzybski's formulation of general semantics. Stresses and illustrates evaluations of situations which are stupid and those which are sensible in terms of resultant behavior. Suggests that by analyzing patterns of talk we can begin to understand and prevent unrealistic behavior. (College and Adult)

LET'S DRAW WITH CRAYONS (CORONET) 10 minutes--color..... $3.60 6
How to use, how to care for, and how to store crayons, and some of the many interesting effects one can achieve through different crayon techniques make this dramatic film a rich art lesson. The motion picture stresses creative drawing, poster-making, and numerous other crayon crafts, such as imprinting a crayon design on cloth. (Primary, Intermediate)

LET'S VISIT SCHOOL LIBRARIES (STATE DEPT. PUB. INST.)
Color--22 minutes..... $1.00
Presented here are the school libraries of North Carolina, the various practices of both the elementary and secondary schools and the importance of the libraries to the school children. This is a vividly pictured presentation.

LIFE IN NORTHERN LANDS (NORWAY) (CORONET)
10 minutes--color..... $3.60 6
A Norwegian farm family, living on a fiord near Bergen, shows us how people in a northerly latitude adjust their lives and seasonal occupations to the demands of climate and topography. We see this family first harvesting hay and grains during the short Norwegian summer, and again in the winter, when the children ski to school and their brother and father are occupied with the fishing fleet and forest products. (Intermediate, Junior High)

LITERATURE APPRECIATION: HOW TO READ NOVELS (CORONET)
15 minutes..... $2.40 4
Here is a provocative study of several aspects of the fascinating process of reading a novel. For enrichment and greater appreciation of novels, this film encourages students to find out about the author, to study characterizations closely, and to visualize the setting and action of the story in order to gain pleasure in novel reading and to give improved oral and written book reports. (Junior High, Senior High, College)

LITERATURE APPRECIATION: HOW TO READ POETRY (CORONET)
15 minutes..... $1.80 3
Enjoying poetry is dependent in part on being skilled in reading poetry. In this film your students will discover how understanding the poet, look-

Unit Value

ing for experiences the poet is sharing, and recognizing word devices used to convey the experiences will increase their pleasures in reading poetry. (Junior High, Senior High, College)

ITTLE RED HEN, THE (CORONET) 10 minutes--color..... $3.60 6
This film retells the famous fable of a little red hen in a charming combination of art and live action. The technique is unique, but to the teacher the value of the film lies in the common class experience it offers, the vocabulary development and the interest it excites in all language activities. (Kindergarten, Primary)

AIN STREET MERCHANT (ASSOCIATION FILMS)
40 minutes..... $1.20 2
Follows the life of a young man who rises to an executive position in a large department store. (Senior High through Adult)

AN WHO KNOWS IT ALL, THE (Ind. U.) 27 minutes..... $4.80 8
Considers the nature and consequences of the "disease of allness," an attitude present in the person who says or implies that what he knows about a thing is all that can be said. Shows that when "allness" exists, mental growth is inhibited and tension is likely to develop in our conversation with others. Suggests that the cure of "allness" is an awareness that more can be said. Argues that this awareness is the difference between a growing man and a bigot. (College and Adult)

ARY HAD A LITTLE LAMB (CORONET) 10 minutes--color..... $3.60 6
Reenacted with real storybook flavor, the traditional poem about Mary and her lamb will enthrall primary-grade children. Through charming live-action style, the delightful story unfolds to create a background for reading, memorizing, singing and youthful art activities. (Primary)

ANING OF ENGAGEMENT, THE (CORONET) 15 minutes..... $2.40 4
The engagement period should be an important step in preparing for a successful marriage. The function of the engagement period is to develop psychological unity, to learn to know each other, and to plan for the future. The film also discusses the delicate problem of "breaking an engagement" and when it is the wisest choice. (Senior High, College)

DIEVAL CRUSADES, THE (EBF) 27 minutes..... $3.00 5
This film discusses the crusades that followed the first conquest; the film dwells on the innovations which the crusades brought to Western Christianity. Through contact with Eastern science, philosophy, and strategy, life at Montbref estate and all over Europe changed and widened the horizons of the medieval world. (Junior High, Senior High)

DIEVAL GILDS, THE (EBF) 21 minutes..... $2.40 4
To tell the story of gilds, the film creates a composite medieval community which can be studied from inception to final development. The film takes us to a master shoe-maker's shop, where we see the initiation of an apprentice; the everyday life of apprentices and journeymen; and a routine inspection by wardens of the gild. A series of colorful scenes offer glimpses of a meeting in the gild hall, and of members enjoying themselves at a gild celebration. (Junior High, Senior High)

Unit Value

MEDIEVAL KNIGHTS, THE (EBF) 22 minutes..... $2.40 4
A vivid dramatization of the education of a knight. In the year 1192, Robert de Goncourt comes to Montbref Hall to learn chivalry and fighting skills. At the age of seven, Robert begins learning behavior, dancing and music, reading, and Latin, and also horsemanship. At fourteen, Squire Robert learns fighting skills, and at twenty-one, he becomes Sir Robert, in the time-honored ceremony dubbing him knight. (Junior and Senior High)

MEDIEVAL MANOR, THE (EBF) 21 minutes.....$2.40 4
This film shows how labor is divided in the fields and illustrates some of the daily problems in the village. The seneschal visits the village to demand separate donations for the wedding of the lord's eldest son. We see the preparation of food for the banquet and in the yard we watch the games played by the noble class of the Middle Ages. (Junior High, Senior High)

MEXICO: GEOGRAPHY OF THE AMERICAS (CORONET)
10 minutes--color..... $3.60 6
Intimate glimpses of the farmers, miners, cattle ranchers, factory workers and city dwellers of Mexico, and the relationships of these occupations to the varied geography of their country are shown. These form the basis of this film designed to create a fuller understanding of the closest southern neighbor of the United States. Scenes on Mexican history and current affairs near the end of the film will stimulate further class discussions. (Intermediate, Junior High)

MIDDLE EAST, THE: CROSSROADS OF THREE CONTINENTS (CORONET)
15 minutes--color.....$4.80 8
The significance of being international crossroads, the scarcity of rainfall and water supply, and the importance of rich oil deposits are the three key ideas developed in relation to the countries of the Middle East. Their need for water and its effect on their economy is illustrated. A crossroads of peoples, historic cultures, and trade, the Middle East today has developed oil as a major resource. This valuable product has had an important effect on the relations of the Middle East with the rest of the world. (Intermediate)

MIDSUMMER NIGHT'S DREAM, A: INTRODUCTION TO THE PLAY
(CORONET) 15 minutes..... $2.40 4
Key scenes from A Midsummer Night's Dream are staged. Familiar passages and significant actions are used to illustrate the setting and plot of the play. Narrative exposition also clarifies the way in which the characters act, their relationships to one another, and the language they speak. (Senior High, College)

MITTENS, THE KITTEN (CORONET) 10 minutes--color..... $3.60 6
Creative expression is encouraged in this delightful story about a little girl and her kitten. Words such as nursing, drink, play, whiskers and climb are matched to scenes defining their meaning and children are aided in verbalizing their experiences with kittens and other animals. (Primary)

MOTHER HEN'S FAMILY (CORONET) 10 minutes--color..... $3.60 6
With Jerry, we follow the story of birth from the beginning of embryonic development through the hatching of a hen's egg--and count the days necessary for the process. We observe the growth of the living embryo and,

Unit Value

as we follow this life process, learn some beginning concepts of reproduction and growth. (Primary, Intermediate)

APOLEON'S RETURN FROM ELBA (Y.A.) 27 minutes.....$3.00 5
March 7, 1815, the decisive moments when Napoleon flees from Elba and lands in France to lead his small army. Recreates a moment in the life of a man whose deeds affected the lives of millions of people.
(Junior High through Adult)

EW NUMBERS (Ind. U.) 27 minutes.....$4.80 8
Explains new and important number concepts in modern mathematics. Indicates the pattern of how new numbers arise. Presents some of the history, characteristics, and uses of negative, irrational, transfinite, and complex numbers as well as quaternions. (College, Adult)

URSERY RHYMES (Ind. U.) 14 minutes..... $3.00 5
Presents the book Tommy Tittlemouse Nursery Rhymes with pictures by Katherine Evans, published by the Children's Press. A guessing game is played with rhymes and pictures. (Primary)

IM'S LAW (CORONET) 6 minutes..... $1.20 2
This film graphically explains Ohm's Law-voltage, current, electrical resistance, and their inter-relationships. By applying the Law to the principles of water pressure, flow and water resistance, the law is stated visually, and associated terms are clearly explained. Several practical applications are depicted which serve to point out the importance of Ohm's Law as a basic principle of physical science. (Junior High)

THE DIFFERENCE BETWEEN WORDS AND THINGS (Ind. U.)
17 minutes..... $4.80 8
Discusses the consequences of forgetting that words only point to things. Illustrates how attention to words alone may lead to unrealistic behavior. Emphasizes that words make it easy to distort descriptions of reality. Demonstrates that it is easier to exaggerate in our speaking than to be precise. Shows that the tendency of exaggeration ignores the present state of a person or thing. Recommends the use of the dimension of time in our speech as well as greater attention to the real. (College and Adult)

EGON TRAIL, THE (EBF) 25 minutes..... $3.00 5
Filmed in the reconstructed frontier town of New Salem, Illinois, and along the Oregon Trail, this film recreates the tremendous saga of the Westward crossing of the American continent through the eyes of a pioneer family. (Elementary, Junior High, Senior High)

R INHERITANCE FROM HISTORIC GREECE (CORONET)
0 minutes..... $1.80 3
How our American life reflects the culture of Greece in language, thought, architecture, drama and even mathematics, is vividly portrayed in this motion picture. Classes will develop a sense of appreciation for our heritage from Greece by re-living the events of those times which are shown in relationship to their own everyday life.
(Intermediate, Junior High, Senior High, College)

IL BUNYAN AND THE BLUE OX (CORONET)
minutes--color..... $1.80 3

Unit Value

This delightful and imaginative film retells the story of Paul Bunyan and Babe, the Blue Ox, using puppets as the central characters. The story of how Paul found Babe and put him to work is one which children will enjoy seeing and talking about for a long while. (Pre-School, Kindergarten, Primary, Intermediate)

RAINDROP SPLASH (Ind. U.) 14 minutes.....$3.00 5
Presents the book Raindrop Splash by Alvin Tresselt with pictures by Leonard Weisgard, published by Lothrop Lee and Shephard. The Friendly Giant gets a giant umbrella from the book bag. Jerome the giraffe explains why it is bad luck to open it indoors. (Primary)

REFORMATION, THE (CORONET) 15 minutes.....$2.40 4
This overview of many of the events of the period known as the "Reformation" is set among the actual sites of their occurrence. Such factors as the role of the Church in European life, the cultural rebirth brought about by the Renaissance, the emergence of national states, and new interpretations of the Scriptures are discussed. While such figures as Calvin, Zwingli, and Knox are recognized, the film devotes particular attention to Luther and the Protestant Reformation in Germany. (Intermediate, Junior High, Senior High, College)

ROAD TO BOOKS (SVENCK FILM INDUSTIRES) 17 minutes.....$1.20 2
Depicts the Swedish Library System, showing the services of the Library and how it can affect the lives of all the people. (Junior High through Adult)

SCANDINAVIAN LANDS: NORWAY, SWEDEN, DENMARK (CORONET)
10 minutes--color.....$3.60 6
An introduction to the geography, the people, and the life of the three Scandinavian countries--Norway, Sweden and Denmark. This film promotes an understanding of how the peoples of each country have utilized the resources of mountain, plain and sea in the development of agriculture, industry, trade and recreation, resulting in one of the highest standards of living on the European continent. (Intermediate, Junior High)

SIGNING OF THE DECLARATION OF INDEPENDENCE, THE (Y.A.)
27 minutes.....$3.00 5
July 4, 1776, the signing of the Declaration of Independence at Philadelphia. The personalities and the event which form a part of the heritage of every American. (Junior High through Adult)

SHORT CUTS (Ind. U.) 27 minutes.....$4.80 8
Explains and demonstrates logarithms, the slide rule, and other methods for simplifying computation. Explains the development and application of logarithms. Shows how a log table is constructed and used. Relates this to a model of a slide rule and demonstrates its operation and uses. (College and Adult)

SLEEPING BEAUTY, THE (CORONET) 15 minutes--color..... $4.80 8
All the magical beauty and age-old charm of this fairy-tale classic have been caught in this version of the lovely princess whose century-long sleep was ended by a kiss. Richly costumed actors recreate the feeling of medieval pageantry that makes this a memorable film for reading background as well as pure enjoyment. (Kindergarten, Primary, Intermediate)

Unit Value

SPANISH CONQUEST OF THE NEW WORLD, THE (CORONET)
10 minutes--color..... $3.60 6
The names of Cortez, Pizarro, Balboa, De Soto and other men who won for Spain one of the greatest empires in the world, take on a new meaning as we see the new lands conquered, cities built, Indian civilizations overthrown and replaced with the culture of Spain.
(Intermediate, Junior High, Senior High, College)

SPRINGTIME FOR JEAN MARIE (Ind. U.) 14 minutes.....$3.00 5
Presents the book Springtime for Jean Marie by Francoise, published by Charles Scribner and Sons. The viewer looks through the giant's pipe to see the Eiffle Tower. A small French song is sung. (Primary)

TRUE STORY ABOUT HOSPITALS, A (IMPACT FILMS)
11 minutes.....$1.20 2
This film seeks to remove fears children may have about hospitals. By explaining everything that might happen to a child and giving him reasons for certain practices, the true story is presented and the fearful aspects removed.

TEACHERS FOR NORTH CAROLINA (NCEA) Color, 13 minutes..$1.00
Presented here is the N.C. teaching situation, the teacher supply and demand, pupil increases, and the underlying causes of such a situation--primarily the lack of adequate salaries.

THIRSTING STONES, THE (CORONET) 15 minutes- color.....$4.80 8
"Greed does not pay" might well be the subtitle of this familiar old tale. The triumph of the shepherd-boy hero over the evil Oliver Sly is a lesson in faith and goodness and its ultimate rewards. Good action, a pastoral setting and an unusual tale about the stones that revealed a treasure are blended here to give both education and entertainment.
(Kindergarten, Primary, Intermediate)

THREE WISHES, THE (CORONET) 10 minutes--color..... $3.60 6
This is the rollicking comedy of the shrewish Katherine and her simple husband John, who lost the bright promise of three magic wishes by wasting them carelessly. Here is a little morality lesson brightly told with gaily-costumed actors, carefully designed sets and crisp comic action.
(Kindergarten, Primary, Intermediate)

TORMENT OF BEETHOVEN, THE (Y.A.) 27 minutes.....$3.00 5
October 6, 1802, the critical day when the great composer is at last certain that deafness will overtake him. A dramatic insight into Beethoven's life, with excerpts from some of his great works. (Junior High through Adult)

MAGIC HOUR OF DR. SEMMELWEISS, THE (Y.A.) 27 minutes...$3.00 5
October 10, 1850, Dr. Semmelweiss is dismissed from his Vienna Hospital because of his fight to prevent child-bed fever which, he believes, is due to inattention of the medical profession to sanitary conditions. Portrays a significant highlight in man's fight against superstition and ignorance. (Junior High through Adult)

THE TRIUMPH OF ALEXANDER THE GREAT (Y.A.)
17 minutes..... $3.00 5

Unit Value

324 B. C., Alexander the Great suppresses a mutiny among his soldiers in Babylonia by convincing them he is trying to achieve "harmony among all the peoples of the earth," exemplifying man's highest desire for a better life for all. (Junior High through Adult)

WASHINGTON'S FAREWELL TO HIS OFFICERS (Y.A.) 27 minutes $3.00 5
December 4, 1783, General George Washington says farewell to his officers at Fraunces Tavern, New York City. A dramatic moment in the life of a great man who had a profound effect on America's future. (Junior High through Adult)

WAYS TO GOOD HABITS (CORONET) 10 minutes..... $1.80 3
Children in the lower grade levels are developing the habits which they will have throughout their lives. Instead of merely reiterating the old theme, "Don't do that--that's a bad habit!", this constructive guidance film shows the importance of good habits. Through real, clearly understandable situations it demonstrates how to substitute good habits for bad ones and motivates students to build good habits of their own. (Primary, Intermediate)

WAYS TO SETTLE DISPUTES (CORONET) 10 minutes..... $1.80 3
With this film as a teaching device, disputes can be discussed with a minimum of emotional involvement. Students will see how disputes waste time and rob them of fun. It demonstrates that settlement of disputes must involve give and take, and it emphasizes that the settlement of disputes must be desired if it is to be achieved. Compromise, obey the rules, find the facts and find opinions are given as four ways of settling disputes. (Primary, Intermediate)

WE EXPLORE THE BEACH (CORONET) 10 minutes--color $3.60 6
This is the story of Betty and Billy as they walk along the beach, discovering many things--a bird's nest, seashells, water animals, As the children play among the tall grasses, as they watch the seagulls feed, they become aware that the beach is alive with plants and animals; that the sea, itself, is rich with life. The film story is one that will create for the child a visual background and deep appreciation for life in and near the sea. (Primary)

WESTERN GERMANY: THE LAND AND THE PEOPLE (CORONET)
10 minutes--color..... $3.60 6
We see the industrial, agricultural and commercial life of Western Germany in relationship to the dense population, natural resources and relatively infertile soil of this area. The importance of coal, farming, trade and synthetic products to the development of this country is vividly shown against the background of its present-day economy. (Intermediate, Junior High, Senior High)

WESTERN EUROPE: AN INTRODUCTION (CORONET)
10 minutes--color.....$3.60 6
An introduction to the basic geographic concepts of eleven countries in Western Europe, this film vividly presents the complexity of various countries and peoples; the dense population; the careful and varied uses of the land in relationship to the climate; the importance of manufacture and trade and also the close link between the history and geography of Europe to the Western world. (Intermediate, Junior High, Senior High)

Unit Value

WHAT IS A GOOD OBSERVER? (Ind. U.) 27 minutes..... $4.80 8
Considers the differences between a good and a bad observer and relates this to talking sense. Shows how observation is generally made in terms of similarities. Stresses that ability to see differences is also important. Shows that the good observer bases his conclusion on all of his observations while the poor observer only reaches limited conclusions based on his observations. Argues that our habits of observing affect the way we talk. Suggests that the consequence of talking based on observation of similarities alone is a limitation of our awareness of the world while talk grounded in observation that also considers differences is a mark of the mature mind. (College and Adult)

HAT MAKES ATOMS STICK TOGETHER? (Ind. U.) 27 minutes $4.80 8
Considers the composition and internal behavior of atoms. Demonstrates the peculiar wave and particle nature of the atoms' components. Discusses what holds atoms together. (College and Adult)

HERE'S THE BUNNY? (Ind. U.) 14 minutes.....$3.00 5
Rusty the Rooster and the kittens are playing a wild game of tag as the film opens. To quiet them, the Friendly Giant reads Where's the Bunny? by Ruth Carroll, published by the Oxford University Press. Still full of life, the kittens climb over the giant's shoulders as he reads. At the end of the story, Rusty tags the Friendly Giant "it".

HY ARE ATOMS UNPREDICTABLE? (Ind. U.) 27 minutes..... $4.80 8
Discusses mans' age-old belief that the future is predictable, like the stars. Stresses that modern study of atoms reveals their behavior to be as puzzling as human behavior. Maintains that atomic research points to at least this much reason for optimism: "The future is uncertain."

HY DO PEOPLE MISUNDERSTAND EACH OTHER? (Ind. U.)
27 minutes.....$4.80 8
Analyzes how words may lead to misunderstanding when people talk with each other. Demonstrates that the meaning of words is not fixed and that in themselves words contain no meaning. Yet, listeners often worry more about what words mean than what speakers mean. Misunderstanding..... tension...conflict...are consequences of listeners concentrating on words and interpreting them in their own way. Suggests that effective communication takes a willing listener and a speaker eager to make himself understood. (College and Adult)

U AND YOUR MONEY (FEDERAL RESERVE BANK)
22 1/2 minutes..... $1.20 2
Tracing the travels of your money - Bill Greenstuff - the film shows in cartoon story form what makes the wheels go around in our nation's business. This is an easy-to-follow lesson in everyday economics, of interest to everyone concerned with the soundness of the American dollar. (Junior, Senior High through Adult)

O BABIES (CORONET) 10 minutes--color..... $3.60 6
Do all baby animals look like their parents? How do they get their food? How are they protected? These questions and others about the growth of young animals are answered in this lively presentation of zoo animals and their offspring. Children's attention is directed to the physical characteristics and habits of baby monkeys, gnus, kudus, lions, peacocks, alligators and bears, and the relationship of the babies to their parents. (Primary)

TAPE RECORDING SERVICES

The Bureau of Audio-Visual Education has made available a magnetic tape duplicating service. A list of tape recorded programs in the areas of Child Growth and Development, Air Age, Citizenship and Government, Conversation, Family Life Guidance, Foreign Language, Literature, Mathematics, Mental Health, Music Science, and Social Studies may be secured on request.

THIS IS A MAGNETIC TAPE DUPLICATING SERVICE AND NOT A RENTAL PROGRAM

Blank tapes may be furnished by the individual or institution requesting this service, or they may be purchased through this office. Seven inch 1200 foot reels of magnetic tape will be furnished at a cost of $3.00 per reel plus a service charge of 50¢ for one 15 minute recording or $1.00 for a total of 30 minutes. In other words, two 15 minute programs or one 30 minute program would cost $4.00 If you wish to supply your own tape, the service charge for making the recording will be your only cost. In either case the tape becomes the property of the individual or institution and may be used indefinitely for other recordings when the original program is no longer needed.

Detailed procedures describing programs in the tape recording service will be found on p. 253 of the Extension Bulletin, Vol. XXXV, Audio-Visual Materials for Schools, Colleges, Churches, and Adult Study Groups. If your school does not have a copy of this catalog of audio-visual materials and services, one may be obtained by writing to this address. The price of this publication is $1.00, but this amount will be credited on the first order for a tape or an educational motion picture film.

A free copy of Tape Recording In The Classroom, a handbook for teachers and administrators, will be furnished with your original order for a tape recorded program. For further information write to the Bureau of Audio-Visual Education, Box 1050, Chapel Hill, North Carolina.